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ABSTRACT

As part of the career development curriculum materials for Michigan schools, this book contains 100 strategies (learning activities) for teachers to use in presenting various aspects of career development to students in grades K-6. The strategies are grouped by grade level K-3 and 4-6 and organized around the four components of the Michigan career development model: self-awareness and assessment, career awareness and career exploration, decision making, and career planning and placement. The following information is provided for each activity: objective (as related to numbered performance objectives), areas in which the activity can be infused, group size, method of presentation, materials and resources (such as films) needed, and procedures for conducting the activity. Worksheets and/or handouts for students are supplied for some of the activities. The book also contains a list of the Michigan career development goals, subgoals, and performance objectives for the four components of the career development model. (KC)

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CAREER DEVELOPMENT ASSESSMENT SERIES INSTRUCTIONAL STRATEGIES

GRADES K - 6



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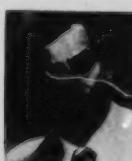


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CAREER DEVELOPMENT ASSESSMENT SERIES

INSTRUCTIONAL STRATEGIES

GRADES K - 6

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SPRING 1980

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with the Washtenaw Intermediate School District*



CAREER DEVELOPMENT ASSESSMENT SERIES
INSTRUCTIONAL STRATEGIES: Elementary Volume

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CAREER DEVELOPMENT ASSESSMENT SERIES

Instructional Strategies Volume

INTRODUCTION

Career development refers to a complex set of knowledge, skills, attitudes, values and beliefs that serve to shape and direct our lives. The interactions of social, emotional, psychological and economic factors not only determine occupational choices but also serve to direct our other life roles such as citizen, social, leisure, family, etc. These multiple life roles comprise one's "career."

School districts in Michigan have been required to plan and implement comprehensive K-12 career education programs designed to facilitate career development since the passage of the Career Education Act of 1974 (Mich. P. L. 97 of 1974). The Michigan model of career education stresses the infusion of career development concepts (self awareness, career awareness, decision making, planning and placement) into the existing academic curriculum. Career development concepts can also be delivered through separate units, lessons, guidance programs, etc.

In the fall of 1979, a carefully selected stratified random sample of Michigan's 4th, 7th and 10th graders took an assessment test in career development. The test was developed and administered under a cooperative arrangement among the Michigan Educational Assessment Program, the Office of Career Education, and Washtenaw Intermediate School District. Approximately 115 objectives were tested in all. The objectives and test items were written by practicing teachers and counselors from throughout the state. The instructional strategies included in this volume are based upon the objectives from the career development assessment test.

ADDITIONAL RESOURCES

Resources available to Michigan educators based upon the career development assessment include:

Performance Objectives

Measurable performance objectives in the area of

career development for students at the end of grades 3, 6 and 9 in Michigan schools. These are to be considered a representative (as opposed to exhaustive) set of objectives, but include all objectives measured by the MEAP tests as well as others which may describe additional local priorities. The performance objectives appear as an appendix to this volume.

Instructional Strategies

Practitioner-oriented strategies for delivery of the career development objectives measured by the MEAP tests. Elementary and secondary teachers and counselors may readily select activities and materials targeted to their program needs and desired settings (individual, small groups, large groups, infused in subject areas, etc.) The instructional strategies comprise the main body of this volume.

Objective-Referenced Item Pool

Multiple choice, open-end, group demonstration and individual interview test items developed, reviewed, and field tested during preparation for MEAP selection. The pool includes all items actually tested in the fall 1979 MEAP as well as additional non-selected items with directions and scoring guides. Organized into sets of items by objectives, it will be available in camera-ready paper copy (and eventually in MTSS computer bank), for assembling measures of LEA-selected objectives. (Composite tests of two types have been developed for local use in situations calling for a simpler method than assembling unique tests by objective from the pool. See Indicator Tests and Survey Tests below.)

Indicator Tests

The Career Development Indicator Tests consist of a collection of multiple-choice items, easily administered and scored, and usable within a single class period. Students and classes taking the test cannot obtain scores on career development objectives because each is measured by one item only; scores can be computed on three of the four component areas: Career Awareness and Exploration, Career Decision Making, and Planning and Placement. (The fourth area, Self Awareness and Assessment, has few multiple-choice items.) Indicator tests are available at three

grades--4, 7, and 10--and are accompanied by directions and such other information as may be needed for appropriate use.

Survey Tests

The Career Development Survey Tests are somewhat longer, allowing student and class results by objective, (though each objective is measured by fewer items than were used for MEAP testing). At each of the grade levels--4, 7, and 10--two test booklets are available, one multiple-choice and one open-ended. Scoring guides for open-ended items are included within the manual, along with directions for administration and such other information as may be needed for appropriate use. A section of the 10th grade open-ended booklet measuring employability skills (applications, interviews, etc.) can be removed for separate use. Total testing time for the survey tests is 3-4 class hours if both booklets are used at a grade.

Interpretive Report

Presentation of data from the first statewide MEAP Assessment of Career Development (fall 1979) by objective and grade. Includes implications for Career Education/ Career Guidance program development in overviews across grades (4, 7 & 10) and component areas (Self-Awareness and Assessment, Career Awareness and Exploration, Career Decision Making, and Planning and Placement).

CEPAID Consultants

A cadre of trained consultants available to assist local districts in using the materials cited above.

For information about these materials contact:

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HOW TO USE THIS VOLUME

Target Grade Levels

The instructional strategies based upon Michigan's career development assessment objectives are available in an elementary volume and a secondary volume. The stated objectives are intended to identify career development knowledge, attitudes and skills that should be mastered by the end of grades 3, 6, and 9. Although the Michigan Education Assessment Program (MEAP) uses these "stop-points" for measuring at grades 4, 7, and 10; the instructional strategies suggested here are appropriate for use across a wide range of grades. The objectives and instructional strategies designated grades 3 and 6 comprise the elementary volume. The objectives and strategies designated grade 9 are included in the secondary volume.

Important Considerations

The ideas, activities, units, lessons, and counseling strategies presented in this volume are not intended to delimit career education or provide the definitive career development curriculum for the state of Michigan. Rather, they are intended as suggested approaches for delivering the objectives in Michigan's career development assessment.

These ideas are not exhaustive or comprehensive. The objectives can, of course, be delivered in various ways and infused into many different academic disciplines. Modifications, refinements, and improvements of the teaching/counseling strategies presented here are encouraged.

The ideas are not necessarily intended to be followed in a lockstep fashion. Differing resources, students' needs, curriculum organization and existing levels of career education programming will require creative use and adaptation of these instructional approaches.

Since career education and career development encompass a wide range of attitudes, skills and knowledge, the major purpose of this book is to demonstrate that these varied and often vague concepts can indeed be organized into sound teaching units.

Key to Objective Numbering

To interpret the coding used for the objectives, please note the following:

1. Roman Numerals = Career Development Components

- I. = Self Awareness and Assessment
- II. = Career Awareness and Exploration
- III. = Decision Making
- IV. = Planning and Placement

2. 1.1 (etc.) = Subgoal Reference
From 33 Career Development
Subgoals included in the
Michigan Career Development
Goals and Performance
Indicators

3. 3 (6, 9) = Grade Level

4. 01 (etc.) = Objective Number

Example:

Objective No. I-1.1-3-01

- I = Self Awareness Component
- 1.1 = Subgoal 1.1 (Recognizing similarities and differences)
- 3 = Third Grade
- 01 = Objective 1 for that subgoal at third grade

INSTRUCTIONAL STRATEGIES FOR
CAREER DEVELOPMENT

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Identify his/her current abilities, given a list of abilities.

NO. I-1.1-3-03

ACTIVITY

"YES, I CAN!"

FOR EACH ABILITY CARD PRESENTED TO THEM, STUDENTS MAKE A MOVE (FORWARD, BACKWARD, AROUND) IF THEY IDENTIFY THAT ABILITY AS ONE OF THEIR OWN.

INFUSION AREAS

Mathematics

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a list of abilities
- Optional: Filmstrip: "I Can Do Things" (Career Awareness Kit, Singer)
- Filmstrip: "I Can," Unit I and II (Scholastic Books)

USE WITH

large group
small group

METHOD

discussion
group work
counseling process

PROCEDURES

"YES, I CAN!"

- Teacher reads from a list of abilities or holds up flash card of abilities.

Examples: I . . . can tie my shoe; can run (physical)
 I . . . know my address and phone number (cognitive -
 subject matter could be used here)
 I . . . can smile; can control my temper; can help
 others (affective)

- If students think they have the ability indicated by the teacher, the teacher asks them to move forward, backward, to the side, turn around, etc. Example: "Anyone in this room who knows 2×3 may do a jumping jack."
- Teacher may at any time ask for examples ("show me, tell me") especially in subject areas. By giving an example, the student may move again.
- Optional: Discussion may follow.

NOTE: THIS IS NOT A WIN/LOSE SITUATION IN WHICH AT THE GAME'S END, MORE ABLE STUDENTS ARE ALL AT THE FRONT OF THE ROOM AND THE LESS ABLE AT THE BACK OF THE ROOM.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Identify those values that are important to him/her or identify his/her current high-low interests when given a list of work values or interests.

NO. I-1.2-3-01

I-1.2-3-02

ACTIVITY

"ME MOBILE"

STUDENTS MAKE MOBILES WHICH REPRESENT THEIR INDIVIDUAL LIKES AND DISLIKES, FEELINGS, ETC.

INFUSION AREAS

Art
(Mobiles)

Language Arts
(Emotions)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- strips of construction paper
- crayons, paste, string, scissors
- Filmstrip: "Joy of Being You," Kit I (Scholastic/Kindle)
- Filmstrip Series: "Values" (Eye Gate House Inc.)

USE WITH

large group

METHOD

discussion
group work
media viewing

PROCEDURES

"ME MOBILE"

- Show film strip "The Joy of Being You" and/or "Values" and discuss, or discuss identity and values.
- Students draw 6 to 8 objects which best describe how they feel, or what they like or dislike.
- Students color the pictures on both sides, cut them out, and tie them with strings of fishing line to the strips of construction paper which are made into circles.
- High-interest pictures will be hung on short strings and low-interest pictures on long strips.
- Students may guess the identity of each person if they wish.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Identify his/her current high and low interests, given a list of interests.

NO. I-1.2-3-02

ACTIVITY

"CHECKING UP ON YOU"

USING AN INTEREST LIST, STUDENTS INDICATE WHAT THEY LIKE, WHAT THEY DON'T LIKE, AND WHAT THEY WOULD LIKE TO TRY!

INFUSION AREAS

English
(writing - prose,
poetry)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- interest worksheets (see attached)

USE WITH

large group
small group
individual

METHOD

individual study

PROCEDURES

"CHECKING UP ON YOU"

- Distribute interest inventory - see sample.
- Instruct students to indicate as follows:
 - + indicates things they like to do
 - indicates things they do not like to do
 - ✓ indicates things they would like to try
- Have students count the number of +'s and ✓'s to see how many are:
 - Active (explain)
 - Passive (explain)
 - Done alone
 - Done in a group
 - Indoors
 - Outdoors
- Students should be able to draw some conclusions about the kinds of activities they like. Share with class or record in written form - essay, poetry, etc.

STUDENT ACTIVITY WORKSHEET

"CHECKING UP ON YOU"

Here is a list of hobbies and interests. Place the following marks in the spaces provided:

- + for those you like to do
 - for those you don't like to do
 ✓ for those you would like to try

- | | |
|--|--|
| ☐ individual sports (tennis, etc.) | ☐ babysitting |
| ☐ team sports (basketball, soccer, etc.) | ☐ fishing |
| ☐ games (Monopoly, Stratego, cards, checkers, etc.) | ☐ working with animals |
| ☐ reading | ☐ taking pictures |
| ☐ cooking | ☐ working with electronics |
| ☐ visiting friends | ☐ collecting things |
| ☐ talking on the telephone | ☐ participating in clubs and groups |
| ☐ walking | ☐ boating |
| ☐ jogging | ☐ camping |
| ☐ sewing | ☐ sight-seeing |
| ☐ attending school | ☐ day-dreaming |
| ☐ bicycling | ☐ hiking |
| ☐ dancing | ☐ rock hunting |
| ☐ roller skating | ☐ hunting |
| ☐ ice skating | ☐ exploring |
| ☐ doing carpentry | ☐ studying animals |
| ☐ making models | ☐ doing experiments |
| ☐ playing a musical instrument | ☐ working puzzles |
| ☐ singing | ☐ swimming |
| ☐ watching television | ☐ lying on the beach |
| ☐ bowling | ☐ doing gymnastics |
| ☐ listening to music | ☐ organizing activities |
| ☐ working in arts and crafts | ☐ lifting weights |
| ☐ writing stories, poems or songs | ☐ decorating |

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Identify ways in which people have influenced his/her values and interests, and ways in which he has influenced people.

NO. I-2.1-3-01

ACTIVITY

"MY VERY OWN COAT OF ARMS"

BY MAKING PERSONAL SHIELDS OR COATS OF ARMS, STUDENTS TELL ABOUT THINGS IMPORTANT TO THEM. SMALL GROUP DISCUSSION RESULTS IN A "COLLECTION" OF VALUE LABELS, AND AN OCCUPATION LIST WHICH MATCHES THE SHIELDS.

INFUSION AREAS

Art
(pencil, crayon)

Language Arts
(symbolism, labels)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- copies of empty coats of arms
- crayons, pen and ink, pencils
- Optional: Book: Understood Betsy,
by Dorothy Canfield Fisher
(New York, Grossett and
Dunlap, 1946)

Book: Values Clarification,
by Sidney Simon, Strategy No.
47, p. 278 (Leland W. Howe,
Howard Kirschenbaum)

USE WITH

large group
small group

METHOD

lecture
discussion
individual study
counseling process

PROCEDURES

"MY VERY OWN COAT OF ARMS"

- Ask the questions: "What is a shield or a coat of arms?" (Teacher may wish to have samples.) "Have you seen designs that you can remember? What might these pictures or designs mean?"
- Students make personal shields: They divide their shields into 6 parts. Teacher gives these questions, one for each part of the shield -
 1. Two things I would die for are
 2. Two things I respect most are
 3. Three lifetime goals are
 4. Three reasons for living are
 5. Two problems I would like to solve are
 6. Three words I want to be remembered by
- Students draw pictures, designs, or symbols to answer each question.
- Divide class into small groups of 6-8 and have those who would like to share thoughts about their shields' parts.
- Ask students to note differences and similarities in their shields.
- Identify the basic values depicted and with the students verbally build together a collection of value labels.
- Select occupations which students can examine in terms of differing values. Example: Private law practice provides independence but only limited security.
- Students may list occupations congruent with their value shields.
- Students make family shields and answer the questions as parents might. Compare these shields with their own.
- Discuss the influence of family and friends on shaping values.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Establish an attainable goal, based on self-assessment, that is intended to bring about a new behavior within a short period of time (one month or less).

NO. I-2.2-3-01

ACTIVITY

"STAR 'WARDS"

COMPLETE WORK AND/OR GOOD BEHAVIOR EARNS STARS FOR STUDENTS DURING THE WEEK. ON TRADE-IN DAY, THE STARS BECOME POINTS WHICH STUDENTS CAN TRADE FOR SPECIAL REWARDS. EACH WEEK, EACH STUDENT RECEIVES A CONTRACT SETTING NEW GOALS AND APPROPRIATE REWARDS.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a chart with student names
- students' contracts
- Book: Oasis of the Stars, by Olga Economakis (New York, Coward-McCann, 1965)
- Book: The Toy Trumpet, by Ann Grifalconi (New York, Bobbs-Merrill, 1968)
- Book: The Way of an Ant, by Kazuo Mizumura (New York, Crowell, 1970)
- Book: The Fattest Bear in the First Grade, by Barbara Robinson (New York, Random House, 1969)
- Book: Horton Hatches the Egg, by Dr. Seuss (New York, Random House, 1940)

USE WITH

large group
individual
small group

METHOD

discussion
group work
individual study
counseling process

PROCEDURES

"STAR 'WARDS"

- Make a chart with students' names.
- Give a star, happy face, sticker, etc. for work completed and/or good behavior.
- Allow students to trade in their stars for points, one day a week.
- Give rewards for points.

Example: 10 points - may play a quiet game with a friend
 10 points - do a special art project
 10 points - go to the library to read a book
 15 points - may be a line leader
 5 points - take attendance to the office
 20 points - may have ten minutes to talk to the teacher alone
 3 points - may straighten books on the library shelf, etc.

- At the time of trading points, have students decide what they need to improve on during the next week. Make up a contract with the student and sign.

Example: "I will try to _____.
 I will try not to _____.
 If the task is completed or improved on time (by _____ date), I will be able to _____."

Signed: _____ student _____ teacher
 _____ (optional)
 _____ parent

- Student and teacher should set up the reward together.
- The children's books listed under MATERIALS can be read and discussed. These illustrate setting a goal, working toward that goal and carrying it out.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Will indicate how given learning, physical growth, and/or maturation factors have changed his/her self-concept since starting school.

NO. I-2.3-3-01

ACTIVITY

"GROWING AND CHANGING"

AS STUDENTS LOOK AT THINGS THEY CAN DO,
THEY SEE THEIR OWN GROWTH AND CHANGE AND
THAT OF THEIR FRIENDS.

INFUSION AREAS

Mathematics
(any completed
skill)

Language Arts
(spelling)
(past-present
concept)

Art
(recognize progress
from earlier simple
skills to present)

WORKSHEETS/HANDOUTS ATTACHED? YES-SAMPLE

MATERIALS/PREPARATION:

- a list of things the students may know, have learned since school started and a list of ways in which students have grown since the beginning of the school year
- copies of this list for each student
- discussion questions on change and how we change
- Optional: Filmstrip: Kindle I: "Who Am I?" (Scholastic, 1974)

USE WITH

large group
small group

METHOD

discussion
group work
movement activity

PROCEDURES

"GROWING AND CHANGING"

- Discuss what change is, and how we may have changed since the beginning of the school year.
- Give each student a sheet with a list of "I can" things on it (sample attached). Each sheet will have three headings:
 1. Things I knew when school started
 2. Things I have learned or felt since school started
 3. Those things I can do because I've grown older.
- Students put a checkmark in the column which best matches the statement.
- Follow-up Activity: Students form a straight line and as the teacher reads from the same list (or different), students move to the right for (1), to the left for (2), or they stay in the middle for column 3. Then discuss changes.
- With levels K and 1, a list of physical characteristics could be used, such as height, hand and foot sizes, etc., as well as statements of activities they can do. Then compare as a group.

STUDENT ACTIVITY WORKSHEET

"GROWING AND CHANGING"

I CAN	WHEN SCHOOL STARTED	SINCE SCHOOL STARTED	BECAUSE I'VE GROWN
1. tie my shoes			
2. count to			
3. recognize the colors			
4. say the pledge of allegiance			
5. walk a straight line			
6. bounce a basketball			
7. cut a heart from paper			
8. talk quietly in the room			
9. walk in the hall			

10. Etc.

Leave some room for students to add their own.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Demonstrate basic interpersonal skills with friends.

NO. I-4.2-3-01

ACTIVITY

"CATCH A FRIENDLY STAR"

STUDENTS REPORT ON EACH OTHER'S KINDNESSES.
THE "GOOD FRIENDS" ARE AWARDED STARS
WHICH ADD UP TO SPECIAL REWARD.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a large star for each student for the bulletin board
- Filmstrip: "Little Things That Count" (Eye Gate House Inc.)

USE WITH

large group

METHOD

discussion
group work
media viewing

PROCEDURES

"CATCH A FRIENDLY STAR"

- Put the stars on the bulletin board.
- Discuss with students how each would like to be treated in various situations. Emphasis should be on the positive way to treat others.
- Activity: Students will tell the teacher about each time someone does something nice for them, or the students may write on the chalkboard the names of people who have been kind to them.
- The "good friends" are awarded a star sticker which they put on their large paper star. The student with the most stars on his/her large star at the end of a set time period WINS.
- Another idea is to have the students who tattled on someone stand there until she/he can tell you something nice about that someone.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Recognize the effect of given attitudes and behaviors on maintaining a friendship.

NO. I-4.3-3-01

ACTIVITY

"FRIEND WEEK"

EACH DAY, A SPECIAL ACTIVITY ENCOURAGES STUDENTS TO DEVELOP HELPING SKILLS AND CONSIDERATION FOR ALL MEMBERS OF THE CLASS.

INFUSION AREAS

Art
(collage)

Language Arts
(dramatics)
(oral language)

Social Studies
(friends)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- a dramatic reading story of the teacher's choice
- "Checkerboard Friends" worksheets (see attached)
- collage materials
- Optional: Book: Up With Students by Ann Vernon (Malcolm Price Lab School, University of Northern Iowa, 1976)

USE WITH

small group

METHOD

group work
counseling process

PROCEDURES

"FRIEND WEEK"

-Hold a "Friend Week." If the guidance counselor conducts this activity, he/she should then wear a name tag.

- Activities for the Week:

First Day - Students role-play these situations: "Being Friends"

1. "You see a classmate eating lunch alone."
2. "Your friend's bike is broken and the two of you want to go cycling."
3. "You loan your friend a toy and it is accidentally broken."
4. "Your best friend isn't very good at jumping rope and gets out almost as soon as he/she starts jumping."

(Source, Up With Students, by Ann Vernon, Malcolm Price Laboratory School, University of Northern Iowa, 1976)

Second Day - Play "Checkerboard Friends" (game attached).

- Hold a group discussion on "What Behaviors Interfere with Having Friends."

Third Day - Read a short dramatic story; students volunteer to play a part of someone in the story. ("Be a real actor/actress. Try to forget who you are and be the person in the story.")

Fourth Day - Students choose someone in the group they don't know very well and take 10 minutes to talk with that person.

Fifth Day - Group discussion (1) "How do you feel when someone is unfriendly to you?" (2) "What can you do about it?" Students write down some things they learned from this discussion.

Sixth Day - Students make collages showing their feelings about some aspect of friendliness.

STUDENT ACTIVITY WORKSHEET

"FRIEND WEEK"

*CHECKERBOARD FRIENDS

1. John Tanner	1.	1.
2. owns 6 goats.	2.	2.
1.	1.	1.
2.	2.	2.
1.	1.	1.
2.	2.	2.
1.	1.	1.
2.	2.	2.
1.	1.	1.
2.	2.	2.

DIRECTIONS: Move around the room. Talk to as many boys and girls as you can.

In each square, write: 1. Each person's name

2. One interesting thing about them

*By Bettie Y. McComb, Guidance Counselor, Nova Elementary, Fort Lauderdale, Florida

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Recognize the effect of given attitudes and behaviors on maintaining a friendship.

NO. I-4.3-3-01

ACTIVITY

"WHAT KIND OF FRIEND AM I?"

AFTER THE CLASS DISCUSSES SOME IMPORTANT BEHAVIORS FOR MAKING/MAINTAINING FRIENDS, EACH RATES HIM/HERSELF. A DISCUSSION ON ATTITUDES THAT INTERFERE WITH AND ATTITUDES THAT AID IN FRIENDSHIPS FOLLOWS.

INFUSION AREAS

Handwriting
(an exercise)

Language Arts
(vocabulary)

Social Studies
(friends)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets, "What Kind of Friend Am I?"
(see attached)

- Optional: Book: George and Marcha by
James Marshall (Boston,
Houghton Mifflin Co., 1972)

Book: The Sorely Trying Day
by Russell and Lillian Hoban
(New York, Harper, 1964)

Book: The First Book of
Ethics by Algernon Black (New
York, Franklin Watts, 1965)

USE WITH

large group

individual

METHOD

discussion

individual study

counseling process

PROCEDURES

"WHAT KIND OF FRIEND AM I?"

- Introduce and explain the meaning of: Mood, polite, unselfish, loyal, interests, respect, cooperative, dependable, understanding, etc.
- Students make a list of things to do and behaviors that they think are important in friendships. (Encourage students to use best handwriting; this will be used as a Handwriting Exercise too.)
- Students rate themselves on the rating sheet, "What Kind of Friend Am I?" (attached) by filling in the number that best describes their actions:

5 = always
4 = most of the time
3 = sometimes
2 = never

NOTE: THIS SHEET DOES NOT HAVE TO BE TURNED IN.

- Students then add up their scores, and spend a moment thinking about specific plans for their behavior improvement.
- Discuss "What Behaviors and Attitudes Interfere with Friendships" and "What Kinds of Behaviors and Attitudes Help Us in Making and Maintaining Friends."

STUDENT ACTIVITY WORKSHEET

"WHAT KIND OF FRIEND AM I?"

Name _____

WHAT KIND OF FRIEND AM I?

SCORE

I am polite to my friends _____

I am thoughtful _____

I am in a good mood _____

I am loyal to my friends. _____

I am understanding. _____

I am unselfish. _____

I am dependable _____

I have many of the same interests that my
friends have. _____

I respect my friends. _____

I do what my friends want to do as long as it
doesn't hurt us _____

I am cooperative. _____

TOTAL SCORE _____

I CAN IMPROVE IN THE FOLLOWING WAYS:

1. _____

2. _____

3. _____

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Hold appropriate beliefs relevant to some aspects of self-awareness, self-assessment, self-concept and self-development (e.g., that individual differences are okay, that self-concept changes, etc.)

NO. I-B-3-01

ACTIVITY

"MY PHOTO STORY"

BY LOOKING FIRST AT THE UGLY DUCKLING, AND THEN AT PICTURES OF THEMSELVES FROM AN EARLY AGE AND BY COMPARING NOTES ABOUT THEIR FIRST TOOTH, FIRST STEP, ETC. WITH CLASSMATES, STUDENTS LEARN THAT INDIVIDUAL DIFFERENCES ARE ACCEPTABLE.

INFUSION AREAS

Language Arts
(emotions)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- bulletin board for student pictures
- Book: The Ugly Duckling by Hans Christian Anderson (New York, Scribner, 1965)

USE WITH

small group
large group

METHOD

discussion
counseling process

PROCEDURES

"MY PHOTO STORY"

- Read The Ugly Duckling.
- Discuss the growth and change of the duckling; discuss how the duckling's feelings about himself changed.
- Activity: Students bring in baby pictures of themselves that show their growth to the present time (two years, four years, five years, seven years).
- Ask students to notice their physical changes, etc.
- Students can compare their pictures with those of other members of the class.
- Let the students find out when they first walked, first talked, lost their first tooth, etc. Look at the similarities and differences that exist in the classroom.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify skills needed for various home/classroom jobs.

NO. II-5.1-3-01

ACTIVITY

"NOW SEE THIS"

STUDENTS PRESENT SKITS AND THE CLASS IDENTIFIES SKILLS USED IN THE PRESENTATION.

INFUSION AREAS

Language Arts
(observation and
listening skills)

Social Studies

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- scripts (developed by teacher or small groups of students)
- chalkboard
- appropriate props for skits
- pencil/paper for each student
- Optional: The use of a videotape recorder to make a TV show.

USE WITH

large group

small group

METHOD

simulation

discussion

role playing

group work

PROCEDURES

"NOW SEE THIS"

- Students present a series of skits.
- Each skit demonstrates as many skills as possible.
- At the completion of each skit, the students write down as many skills as they can identify.
- Discuss with the class the skills they identified.
- Skills may be listed on the board and identified by their importance and where they might be used in other activities at home and in the classroom.

Example: A typical skit is two people baking a cake.

Suggested skills needed:

1. planning (organizing ingredients and utensils)
2. reading (recipe, labels, etc.)
3. using tools (can opener, electric mixer, spoons)
4. accuracy (measuring ingredients)
5. cooperation (working together)

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Will identify skills needed for various leisure activities.

NO. II-5.1-3-02

ACTIVITY

"WHAT'S ON MY MIND?"

IN 25 POINTS OR LESS, TWO TEAMS TRY TO GUESS THE LEISURE TIME ACTIVITY CHOSEN BY THE PERSON WHO IS "IT" ACCORDING TO SKILLS AND ABILITIES "IT" DESCRIBES.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- familiarization with game rules
- Optional: Point Cards - 1-10 on a ring, to be flipped after each skill receives guess from both teams
- a bell or horn for wrong answers

USE WITH

large group
small group

METHOD

discussion
game

PROCEDURES

"WHAT'S ON MY MIND?"

- Teacher and class discuss/brainstorm to create a list of 15-30 leisure time activities (use chalkboard or chart paper) that includes sports, hobbies and activities of interest to the class.
- To play, divide the class into two teams. The person who is "it" must describe skills necessary to perform one of the activities listed on the board ("quick, agile"). Each team is allowed one guess after each skill is named.
- Begin with 10 points. Reduce the points by one after each team has guessed and before a second skill is named.
- The team guessing the activity sends a team member up to be "It." Guessing should begin with the team whose member is "It."
- Game ends at a score of 25 or a predetermined time limit.
- Variation: The activities could be written on individual cards. The person who is "It" selects a card and must describe that activity.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify at least two different places where each of several activities can be learned.

NO. II-5.2-3-01

ACTIVITY

"FINDING WHAT YOU'RE LOOKING FOR"

SMALL GROUPS CHOOSE ACTIVITIES THEY WANT TO LEARN. GROUP MEMBERS ARE THEN GIVEN TWO ACTIVITIES AND IN THREE-FOUR DAYS FIND PLACES WHERE THEY CAN LEARN THE ACTIVITIES.

INFUSION AREAS

Social Studies
(research skills)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets for students
- discussion questions
- phone books, resource guides, school directory, etc.

USE WITH

large group
individual

METHOD

group work
individual study

PROCEDURES

"FINDING WHAT YOU'RE LOOKING FOR"

- Divide the class into groups of four-five students.
- Give each member of the group an activities worksheet (sample attached).
- Each group appoints a recorder and lists on the form 10 activities they would like to learn.
- After listing activities, the group assigns each member two activities. The individual is responsible for finding two different places where the activity can be learned. Students use the worksheet provided and any resource materials they wish. (Give them three-four days to complete their work.)
- The students get back into their groups. Recorders consolidate lists and make a master list for the group.
- Discuss: What the groups found.
 How they found it.
 Where they found it.
- Optional: Information acquired in this activity could be categorized and made into a booklet to be kept in the classroom.

STUDENT ACTIVITY WORKSHEET

"FINDING WHAT YOU'RE LOOKING FOR"

ACTIVITIES WE WOULD
LIKE TO LEARN

TWO PLACES TO LEARN THE ACTIVITY
(NAME AND ADDRESS)

1. _____

A. _____

B. _____

2. _____

A. _____

B. _____

3. _____

A. _____

B. _____

4. _____

A. _____

B. _____

5. _____

A. _____

B. _____

6. _____

A. _____

B. _____

7. _____

A. _____

B. _____

8. _____

A. _____

B. _____

9. _____

A. _____

B. _____

Etc.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Categorize a variety of common occupations according to a predominant lifestyle influence (e.g., place of residence, vacations/hours, etc.).

NO. II-6.1-3-01

ACTIVITY

"JOBS AND LIFESTYLES"

THE EFFECT OF GEOGRAPHY AND COMMUNITY ON OCCUPATION TYPES IS STUDIED THROUGH FILM-STRIPS, CLASS CHARTS, AND STORIES.

INFUSION AREAS

Language Arts
(expository writing)

Social Studies
(geography)
(communities)

Art
(making filmstrips)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- picture paper
- Filmstrips: "Working in U.S. Communities
- Group 1" (Singer)

USE WITH

large group

METHOD

lecture
discussion
media viewing

PROCEDURES

"JOBS AND LIFESTYLES"

- Show first filmstrip and make a class chart categorizing common occupations.
- Discuss jobs in different communities and how geography affects types of careers.
- Second, third, and fourth days, show second, third and fourth filmstrips in kit and add to class chart.
- On fifth day, students write stories: "Pretend you live in one of the communities discussed. What types of things might you do? What jobs would your parents have?"

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Suggest ways of acquiring information about family member work roles.

NO. II-6.3-3-01

ACTIVITY

"INVESTIGATIVE REPORTERS"

WITH THE HELP OF WORKSHEETS, STUDENTS LIST WAYS THEY CAN FIND OUT MORE ABOUT THE WORK ROLES OF PERSONS IN THEIR FAMILY.

INFUSION AREAS

Language Arts
(report writing)

Social Studies
(work roles)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets "Ways To Find Out About" (see attached sample)
- Optional: Investigator props for teacher presentation (magnifying glass, hat, etc.)

USE WITH

large group
small group
individual

METHOD

simulation
group work
individual study

PROCEDURES

"INVESTIGATIVE REPORTERS"

- Students pretend they are investigators.
- Their assignment is to discover different ways of finding out what work family members do: Mothers, fathers, brothers, sisters, grandparents.
- Students use the attached worksheet to help them organize their thoughts.

STUDENT ACTIVITY WORKSHEET

"INVESTIGATIVE REPORTERS"

"WAYS TO FIND ABOUT . . ."

I am reporting on _____
(my father, my mother etc).

I can find out about my _____ at:

Home

School

Neighborhood

Etc.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify methods of acquiring information about specific occupations.

NO. II-6.3-3-02

ACTIVITY

"KEY TO ALL QUESTIONS"

THE CLASS SETS UP A DISPLAY TABLE TO ILLUSTRATE VARIOUS SOURCES OF OCCUPATIONAL INFORMATION - NEWSPAPERS, BOOKS, PICTURES OF LIBRARIES, TV SETS, ETC.

INFUSION AREAS

Language Arts
(research skills)

Social Studies
(occupations)

Art
(title design)
(display)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- construction paper for display title
- various objects and pictures from students
- table

USE WITH

large group

small group

METHOD

discussion

group work

media viewing

individual study

PROCEDURES

"KEY TO ALL QUESTIONS"

- This activity is the development of a display table containing objects and pictures which depict sources of information.
- Students arrange the display and design and construct an appropriate title.
- Discuss the use of each source and what information can be found about specific occupations.
- Examples of Sources: Objects - dictionary, newspapers, magazines
 Pictures - library, capitol building, TV set

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify some simple factors which affect the successful completion of a home or classroom job.

NO. II-6.5-3-01

ACTIVITY

"GETTING THE JOB DONE"

SKITS AND/OR PUPPET SHOWS ARE USED TO ILLUSTRATE EFFICIENT AND INEFFICIENT WAYS OF GETTING A JOB DONE.

INFUSION AREAS

Social Studies
(work-efficiency)

Language Arts
(drama)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a set of puppets if puppets are used, or materials to make puppets (paper bags, paper, crayons, glue, sticks, etc.)
- a list of home and classroom jobs.

USE WITH

small groups

METHOD

role playing
group work

PROCEDURES

"GETTING THE JOB DONE"

- The class develops a list of home and/or classroom jobs (use chalkboard).
- Discuss the most efficient ways to complete one or two of these jobs.
- Divide the class into groups of three.
- Each group presents a short skit or puppet play, showing both the efficient and inefficient method of completing one of the jobs. Present the skits or plays to younger students of the school.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Demonstrate successful completion of a classroom task (as determined by a teacher checklist of important factors).

NO. II-6.5-3-02

ACTIVITY

"CHECK IT OFF!"

FOR ANY SPECIFIED ASSIGNMENT, STUDENTS ARE GIVEN A CHECKLIST OF ITS REQUIREMENTS. AS THEY COMPLETE EACH REQUIREMENT, THEY CHECK IT OFF TO SHOW SUCCESSFUL COMPLETION OF THE TASK.

INFUSION AREAS

Language Arts
(reading)
(report writing)
(paragraph writing)

Social Studies
(any topic area)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- a checklist of requirements for a particular assignment (see sample)

USE WITH

large group
individual

METHOD

discussion
group work
individual study

PROCEDURES

"CHECK IT OFF!"

- Prepare a requirement checklist for a specified assignment in any subject area.
- Students receive the checklists before they begin the assignment. The checklists are also used to determine assignment completion and evaluation.
- Go over the checklist with the class and then as students carry out the tasks, use it as a guide for individual questions.
- Encourage each student to check off each item as it is completed.
- Variation: For K-2, use chalkboard or posters at front of the room and do as a large group, one requirement at a time.

STUDENT ACTIVITY WORKSHEET

"CHECK IT OFF!"

Two examples of a checklist:

"A REPORT ON DESERT ANIMALS"

List three sources used _____

Include where you found the source _____

Make an outline for the report _____

The report should cover 1. description of animal:

- color _____

- size _____

- approx. weight _____

2. location of habitat _____

3. what it eats _____

"WRITING ASSIGNMENT" FOR MONDAY

Topic: "The Day I Became a Superperson!"

Requirements: outline _____
 capitals _____
 periods _____
 correct spelling _____
 neatness: clean paper _____
 legible writing _____

NOTE: THESE ARE PARTIAL LISTS.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify some work habits/attitudes that are important both in elementary school and in adult life.

NO. II-6.5-3-03

ACTIVITY

"WORK HABITS"

A MOVIE AND DISCUSSION LEAD TO A CLASS LIST OF WORK HABITS IMPORTANT IN THE CLASSROOM AND IN THE ADULT WORLD.

INFUSION AREAS

Social Studies
(communities)
(work habits)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- chart paper
- 35 mm Movie: "Everyone Helps in a Community". (Churchill Films, 1964)

USE WITH

large group

METHOD

discussion
media viewing

PROCEDURES

"WORK HABITS"

- Show movie "Everyone Helps in a Community."
- Discuss and compare work habits portrayed in movie, with work habits that are useful in the classroom.
- Make class list of work habits on chart paper.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Name work-related experiences which he/she has had.

NO. II-6.6-3-01

ACTIVITY

"CARTOON STRIPS"

EACH STUDENT'S CARTOON STRIP SHOWS A TYPICAL STUDENT EXPERIENCE AND ENDS WITH A LIST OF WORK-RELATED EXPERIENCES.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- strips of paper
- pencils, crayons or felt markers
- paste or glue (optional)

INFUSION AREAS

Language Arts
(sequence)

Social Studies
(job classification)

Art
(cartoon strips)

USE WITH

large group

METHOD

individual study

PROCEDURES

"CARTOON STRIPS"

- Students make a six-frame cartoon strip.
- Five frames show a sequence of a typical experience a student has had. Use color, action, drawings and dialogue.
- The sixth frame contains a list of other work-related experiences which the student has had.
- A discussion may be held related to the classification of jobs such as: daily jobs, indoor and outdoor jobs, etc.
- Suggestion: The cartoon strips could be displayed in a prominent area such as a large bulletin board.
- Variation: For younger students - give them six squares of paper to make their cartoon strip. If they make a mistake it is easier to replace one square of a sequence. After they make their pictures on separate squares they should paste them on a strip of paper to complete their story.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Indicate several kinds of work-related experiences he/she would like to try.

NO. II-6.6-3-02

ACTIVITY

"GIVE IT A TRY"

STUDENTS IDENTIFY FROM A WORKSHEET TASKS THEY WOULD LIKE TO TRY. A CLASS DISCUSSION REVEALS THE MOST/LEAST POPULAR TASKS.

INFUSION AREAS

Mathematics
(graphs)
(tables)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- a worksheet listing a number of work-related experiences relevant to the classroom (see sample)

USE WITH

large group

METHOD

discussion
individual study

PROCEDURES

"GIVE IT A TRY!"

- Each student receives a copy of the worksheet (sample attached).
- Each completes the worksheet.
- As an extension of the activity, provide the students with a summary of the responses and ask students to make a graph of the summary.
- Discuss the most and least popular tasks.

STUDENT ACTIVITY WORKSHEET

"GIVE IT A TRY!"

Name _____

Make a happy face in front of the things you would like to do.

Make a frowning face in front of the things you don't want to do.

Make a staring face in front of the things you can't decide on.

_____ Babysit

_____ Clean bedroom

_____ Sweep floors

_____ Rake leaves

Etc. Extend to include 15 - 20
home and/or classroom jobs.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify the effects of common family changes (e.g., a new baby, father works different shift, mother is ill, etc.) on the family role of various members.

NO. II-8.2-3-02

ACTIVITY

"FAMILY ROLES"

BY MEANS OF A DIARY, STUDENTS MAKE NOTES ON FAMILY MEMBER TASKS AND THEN IDENTIFY THEIR ROLE. A COMMON FAMILY CHANGE (SOMEONE ILL) IS INTRODUCED WHICH ALTERS EVERYONE'S TASKS AND CONSEQUENTLY THE ROLE. RECORD-KEEPING FORMS AND ROLE SHEETS HELP THE STUDENTS WITH THIS TASK.

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- handout on Family Roles
- record-keeping forms for students, "Diary Format," Roles Format"

INFUSION AREAS

Social Studies
(work roles)

USE WITH

individual
large group

METHOD

discussion
individual study
counseling process

PROCEDURES

"FAMILY ROLES"

- As a means of defining their families' roles, students keep a diary (written, pictorial, or taped) of what family members usually do at home.
- Students select two specific days, one a non-school day, one a school day, systematically recording what they and their family members usually do on those days, using the diary format.

Example of Diary Format:

<u>Family Member</u>	<u>Tasks on School Day</u>	<u>Non-School Day</u>
----------------------	----------------------------	-----------------------

- Students then list the role performed (using the attached handout sheets on family roles as a guide) in the Role Now Column.

Example of Roles Format:

<u>Family Member</u>	<u>Role Now</u>	<u>Change</u>	<u>Role After Change</u>
----------------------	-----------------	---------------	--------------------------

- Introduce a common family change (a new baby, father works different shift, mother is ill, etc.). Students enter the change on the form under Change.
- Students now fill out Diary Format again, noting different tasks for family members and then, on the Roles Format, noting how the roles have changed.
- Give students one to seven days to collect the information for their diaries.
- Use two class periods after the information is collected to introduce the changes and discuss their effect.

STUDENT ACTIVITY WORKSHEET

MYSELF AND OTHERS AT HOME AND SCHOOL

Information Sheet
(Page 1 of 4)

ROLES IN THE HOME

I. Functional Roles

Childcare

Nurses

- takes temperature
- calls the doctor
- gives medicine
- makes comfortable

Feeds

- prepares meals
- provides balanced diet

Babysits

- watches for safety reasons
- supervises to keep out of trouble

Teaches

- to care for self
- to get along with others
- to cook
- to do different jobs
- to make things (sew)

Repairperson

- fixes things
- uses certain tools
- knows how to make things work

Housekeeper

- cleans house
- cooks meals
- does laundry
- repairs appliances
- decorates home
- buys clothes, groceries
- makes things for house
- gardens

STUDENT ACTIVITY WORKSHEET

ROLE PERFORMANCE IN THE HOME

Information Sheet
(Page 2 of 4)

ROLES IN THE HOME

II. Other Roles

Playmate

- shares toys
- makes things with one
- investigates new places with one
- plays games with one
- acts as companion

Teacher

- to care for self
- to get along with others
- to do different jobs
- to care for pets

Neighbor

- watches house while you're gone
- keeps the dog out of your yard
- is quiet if you live above them
- shares tools and household items
- keeps friends from parking in your parking space or driveway
- does things with you like backyard barbecues, riding the bus to school, or walking to school together

Friend

- shares things
- tells secrets to
- likes same things
- spends a lot of time together

Learner

- does new things
- studies
- watches
- reads
- listens
- imitates

Helper

- does something for someone
- aids in job performance

STUDENT ACTIVITY WORKSHEET

MYSELF AND OTHERS AT HOME AND SCHOOL

Information Sheet
(Page 3 of 4)

ROLES IN THE HOME

Worker

does a job
uses tools and materials
people depend on

Wage Earner

makes money
provides basic necessities
has a job

Gardner

uses certain kinds of tools
cares for lawn and garden
trims trees
mows lawn
digs flower beds
drives a tractor

Housecleaner

picks up things
dusts
scrubs floors
waxes furniture
cleans out closets
washes windows

Launderer

collects dirty clothes
uses detergent, dryer-washer, clothes line,
laundromat
washes and dries clothes
irons clothes
folds clothes
puts clothes away
takes clothes to cleaners

Shopper

drives car, takes taxi, walks
needs money
prepares list
budgets
reads newspaper to learn about bargains

STUDENT ACTIVITY WORKSHEET

MYSELF AND OTHERS AT HOME AND SCHOOL

Information Sheet
(Page 4 of 4)

ROLES IN THE HOME

III. Interpersonal Roles (designates a family relationship to another person)

Mother
Father
Grandmother
Grandfather

Brother
Sister
Uncle
Aunt

Son
Daughter
Husband
Wife

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify reasons for classroom rules.

NO. II-9.2-3-01

ACTIVITY

"HERE A RULE, THERE A RULE"

A CLASS DISCUSSION ON REASONS FOR CLASS RULES FOLLOWS A FILMSTRIP VIEWING OR BOOK READING. STUDENTS USE SENTENCES AND PICTURES FOR A BULLETIN BOARD DISPLAY ON THIS TOPIC.

INFUSION AREAS

Language Arts
(cause-effect)

Art
(bulletin boards)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- picture paper
- Filmstrip: "Rules We Live By"

USE WITH

large groups

METHOD

discussion
media viewing

PROCEDURES

"HERE A RULE, THERE A RULE"

- Class compares reasons for rules displayed on filmstrip with reasons for class rules.
- After discussion, students write five reasons for classroom rules and illustrate one rule.
- Use pictures and sentences for bulletin board display.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify characteristics of a good citizen.

NO. II-9.2.3-02

ACTIVITY

"GOOD CITIZEN QUIZ GAME"

IN A QUIZ GAME FORMAT, EACH MEMBER OF THE CLASS HAS THE OPPORTUNITY TO IDENTIFY CHARACTERISTICS OF A GOOD CITIZEN. A DISCUSSION ON "CONTROVERSIAL" ANSWERS FOLLOWS.

INFUSION AREAS

Social Studies
(citizenship)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- slips of paper
- felt markers
- table and four chairs
- list of multiple choice questions

USE WITH

large group
small group

METHOD

group work

PROCEDURES

"GOOD CITIZEN QUIZ GAME"

- This is a quiz game based on a TV quiz show.
- Place table at the front of the room with chairs for four contestants.
- Quiz master reads a multiple-choice question concerning a hypothetical situation involving good citizenship. Three possible answers are identified.
- Each contestant writes his/her answer on an answer card (A, B, or C).
- Then all four hold their answers up at the same time.
- Contestants with the correct answer remain while those with the incorrect answer are replaced by new contestants. This continues until all the students have been a contestant.
- At the completion of the game a class discussion may be held to discuss reasons why some answers were correct or incorrect.
- Example of Question: If you are eating candy while riding in a car, what would you do with the wrapper?
 - A. Place it in a trash bag
 - B. Throw it out the window
 - C. Drop it on the floor
- Variation: For Younger Students - Make cards with letters A, B, and C on them for each contestant and color code them. Students would hold up the appropriate card.

DECISION MAKING

OBJECTIVE

Identify a situation in which a decision is usually made by himself/herself, usually made by an adult, or made with someone else, given a list of several decision making situations.

NO. III-10.1-3-01,02,03

ACTIVITY

"WHO DECIDES?"

STUDENTS DISCUSS THE PROCESS OF DECISION-MAKING, THEN CONSIDER A VARIETY OF SITUATIONS. FOR EACH, THEY ANSWER THE QUESTION "WHO DECIDES?" ME? AN ADULT? OR IS IT A JOINT DECISION?

INFUSION AREAS

Science
(problem-solving)

Health
(personal habits)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- discussion material on -- what is a decision; how do we decide, etc.
- a list of student-oriented questions or situations which require a decision

- Optional: Film: "Sneetches" by Dr. Seuss (BFA Educatopma Media, 1974)

Film: "Late for Dinner"
(Encyclopedia Britannica, 1970)

Multi-media Kit: "Let's Find Some Faces" (McGraw Hill, Learning to learn through looking.)

USE WITH

large group

small group

METHOD

discussion

group work

PROCEDURES

"WHO DECIDES?"

- Begin with a discussion of what a decision is; how do we decide one thing over another.
- Ask students to sit in a circle and present them with situations or questions. Students respond as follows:
 1. hands raised if they make the decisions alone
 2. hands pointed down if an adult usually makes the decision for them
 3. hands flat, palm down and extended if they make the decision with someone else.

Examples of situations: (Begin with simple ones.)

- a. "You're getting ready for breakfast; who decides what you will have to eat . . . ?"
- b. "When you're dressing for school, who picks out what clothes you will wear . . . ?"
- c. "You find a quarter on the playground; who decides what you do with it . . . ?"

Note: The situations can be adapted to class needs, grade level, or subject areas, such as Health as in Example (a) above.

- Follow-up Activity: Each student has a sheet with three columns, Red = the student; Yellow = the adult; Blue = w/another person. Given a list of situations, the students place a marker in one of the columns to show who most often makes that decision for them. (See attached worksheet.)

STUDENT ACTIVITY WORKSHEET

"WHO DECIDES?"

	RED I decide	YELLOW Adult decides	BLUE W/another
1. What to have for breakfast?			
2. What to have for lunch?			
3. When to go to bed?			
4. What to do if I see some- one cheat?			

Etc.

DECISION MAKING

OBJECTIVE

Know that people have reasons for making decisions and recognize possible reasons in familiar decision-making situations.

NO. III-10.2-3-01

ACTIVITY

"DO THIS, DO THAT?"

STUDENTS MATCH LEISURE ACTIVITIES WITH THE WEATHER OR THEIR FINANCES.

INFUSION AREAS

Science
(weather)

Mathematics
(money)

Language Arts
(symbols)

Social Studies
(leisure)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- weather symbol pictures (sun, rain, cloud, snow, wind)
- cards with money symbols
- pictures of leisure time activities

USE WITH

large group
small group

METHOD

discussion
game

PROCEDURES

"DO THIS, DO THAT?"

- Students match weather symbols or money cards with pictures of leisure time activities, or match the weather symbols with a situation card.

Example: "How would you decide to go skiing or swimming?"
(weather)

"How would you decide to go to a movie or watch TV?"
(money)

Match swimming, riding a bicycle with sun; sledding, ice-skating with snow; movie with money, etc.

- Hold a class discussion after the pictures and symbols have been matched. Discuss how they are related and what factors helped in the decisions.

DECISION MAKING

OBJECTIVE

- a. Suggest several possible activities with which he/she could meaningfully fill a period of leisure time in school.
- b. Give several possible ways to accomplish a given school or home task.
 - a. NO. III-11.1-3-03
 - b. NO. III-11.1-3-01

ACTIVITY

"FREE CHOICE TIME"

IN CLASSROOMS WITH ACTIVITY CENTERS, STUDENTS FILL IN CHOICE SHEETS TO INDICATE HOW THEY WILL SPEND PART OF THEIR DAY. INDIVIDUAL ASSESSMENT FOLLOWS.

INFUSION AREAS

Any Subject Area

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- a "Choice Sheet" for each student (see attached)
- Activity Centers (art, games, math, writing, reading, etc.)

- Optional: Book: A Day Off by Tobi Tobias (New York, Putnam, 1973)

Book: A White Heron; A Story of Maine by Sarah O. Jewett (New York, Crowell, 1963)

USE WITH

large group

METHOD

group work

individual study

PROCEDURES

"FREE CHOICE TIME"

- This activity is designed to encourage students to make choices within their school program, e.g. from opening exercises to lunch time. Tell the class they will have a chance to experiment with making choices and to learn to use them wisely.
- Centers or stations should be designated for:
 Reading Activities (library books, worksheets, SRA, etc.)
 Math Activities (worksheets, math games, cards, etc.)
 Writing, Language, Spelling, Art, Games and other Activities.
- Center activities should be appropriate for varied student achievement levels. Specific rules and expectations should be given for each center.
- Each student fills in a choice sheet with encouragement to think about which center he/she wants to participate in first, second, etc. Teacher or students may draw appropriate pictures on the choice sheets as labels for each center.
- Each day, students fill in another sheet.
- Teacher calls reading groups during this time period; students may visit centers before and after their reading group and completion of reading group assignment.

NOTE: Students must clearly understand that if the center they first choose is full when they get there, they must choose another and change the numbers on their sheets.

- Students study their choice sheets before turning them in to the teacher for assessment.
- Assessment: Every day or once a week, students may volunteer to say something they learned about themselves in terms of making choices related to "Free Choice Time."
- Adaptations: 1. This activity may be done on a limited basis using one hour a day instead of one morning using centers such as drawing, clay work, games, painting, etc.
- 2. At the bottom of the choice sheets, the teacher may write "Did you use your time wisely this week?"
 Yes ☐ No ☐. Students may check one and take sheets home.

STUDENT ACTIVITY WORKSHEET
"MY CHOICE SHEET"

"MY CHOICE SHEET"

Name _____

DAY	WRITING CENTER	ART CENTER	READING CENTER	MATH CENTER
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

(ADAPTATION QUESTION)

DECISION MAKING

OBJECTIVE

Identify those persons best able to help, given a list of persons and a particular decision-making situation.

NO. III-11.1-3-02

ACTIVITY

"WHERE'S THE ANSWER"

SMALL GROUPS SUGGEST POSSIBLE PEOPLE/
PLACES AS SOURCES OF INFORMATION TO HELP
THEM SOLVE PROBLEMS FAMILIAR TO YOUNG
PEOPLE.

INFUSION AREAS

Language Arts
(listening skills)
(oral language)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets for each student (see attached)

USE WITH

small group

METHOD

discussion
role playing
group work
counseling process

PROCEDURES

"WHERE'S THE ANSWER"

- This activity is to help primary students be resourceful in locating information for making decisions. It uses groups of eight.
- Teacher or Counselor (T/C) discusses the need to find out things to make good choices. "Where do we get the information needed to make decisions?"
- T/C reads to one group the following three situations:
 1. Frank finds a kitten. His mother says he may not keep it and tells him to find it a good home. What people or places could help Frank make this decision?
 2. Beth and Tom collected money from the class to buy their teacher a present. They must decide what to get. What people or places could help them with this choice?
 3. Bob and Pat are walking to school. Halfway there, Bob falls and hurts his knee. He then begins to cry. To what people or places could Pat go for help?
- Each student chooses one problem and sits with someone who chose the same problem to discuss it and decide on possible solutions. As the partners decide on people/places, they draw representative pictures in the corners of their worksheets. (These sheets may be collected and returned the next day so the T/C can encourage partners to explain their choices.)

NOTE: This procedure is repeated for each small group until the whole class has participated in the activity.

- Assessment: T/C reads a list of people/places; students raise their hands if they think a person/place would likely be able to help them get information to make a good decision. The class discusses the appropriateness of each response:

Police, Library, Doctor, School Counselor, Playground, Person on the Street, Store, Parents, Neighbor, Teachers, School Restroom.

STUDENT ACTIVITY WORKSHEET

"WHERE'S THE ANSWER"



NAME _____

DECISION MAKING

OBJECTIVE

Recognize a series of decisions that he/she has recently made.

NO. III-11.3-3-01

ACTIVITY

"ONE DAY'S DECISIONS"

AFTER A CLASS DISCUSSION ON THE KINDS OF DECISIONS WE MAKE EVERY DAY, STUDENTS ROLE PLAY SOME TYPICAL DECISION-MAKING SITUATIONS (WHAT TO WEAR TODAY) AND THEN LIST DECISIONS THEY MADE THAT DAY.

INFUSION AREAS

Language Arts
(sentence writing)
(role playing)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- situation cards
- worksheets "Decisions I Have Made Today "

USE WITH

large group
small group

METHOD

discussion
role playing

PROCEDURES

"ONE DAY'S DECISIONS"

- Discuss decisions one makes during a day.

Example: what time to get up,
 whether to go to bed or stay up late,
 whether to wear a jacket or not,
 what shirt/blouse to wear,
 what to order in a restaurant,
 what to watch on TV,
 what to do at recess,
 whether to go swimming or play baseball,
 whether to stay home or go to a friend's house,
 what to do during free time at school, etc.

- Role-play situations of common decisions.

Example: "You're listening to the radio and the weatherman says it might rain. What are you going to wear to school?"

"Your mother/father comes home and says he will play ball with you. Your best friend calls and invites you over to play ball. What will you do?"

"It is picture-taking day at school. What are you going to wear?"

- After role-playing, students list on worksheets five decisions they have made that day.

DECISION MAKING

OBJECTIVE

Choose a plan of action, given a task to complete.

NO. III-11.4-3-01

ACTIVITY

"THIS IS YOUR TASK"

A GAME PLAYED LIKE CHARADES, "THIS IS YOUR TASK" TEACHES STUDENTS TO PLAN STEPS THEY WOULD NEED TO TAKE TO COMPLETE TASKS THEY CHOOSE FROM A GRAB BAG.

INFUSION AREAS

Art
(first step to any project)

Science
(first step to any project)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- discussion questions of what is a task.
How can a student plan steps to complete a task?
- cards with tasks on them (The tasks could be art or science projects.)

USE WITH

small group

METHOD

discussion
simulation
group work

PROCEDURES

"THIS IS YOUR TASK"

- Discuss what a task is and how a student might plan steps to complete a task.
- Divide class into groups of six-eight. They will play a game called "THIS IS YOUR TASK," similar to charades.
- From a grab box, each student pulls a card with a task on it.
- Students then plan how they would go about completing that task.
- Presentation Ideas:
 1. Students act out their plan of action for their group.
 2. Tasks can be short art or science projects that students explain to their group.
- The directions or steps students give in their plan of action must be clear enough for others to in fact do the project if this is desired.
- Variation: Write each task on the outside of a bag with the steps inside, on strips. Give students a set time to put them in order. This could (after some practice with task completion) be organized with two groups working as teams against each other.
- Example of task cards:
 1. Clean out your desk and arrange in order.
 2. Wash the dishes.
 3. Make a collage of a nutritious breakfast.
- Example of putting strips in order:

Task: Cut Out a Heart From Paper

Steps: Fold the paper in half.
Get scissors and paper and pencil.
Draw a heart.

DECISION MAKING

OBJECTIVE

Select preferred methods of learning a skill.

NO. III-12.1-3-01

ACTIVITY

"A PREFERENCE POLL"

FOLLOWING STUDENT USE OF A LEARNING CENTER EQUIPPED FOR ANY ONE SUBJECT AREA, STUDENTS ARE POLLED AS TO THEIR PREFERRED LEARNING METHODS (TAPES, GAMES, DRILL SHEETS, FLASH CARDS ETC.)

INFUSION AREAS

Any Subject

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a wide variety of games, books, records, tapes, etc. which pertain to the chosen subject area
- Book: Nooks and Crannies by Imogene Forte (Incentive Publications)

USE WITH

individual

small group

METHOD

group work

individual study

PROCEDURES

"A PREFERENCE POLL"

- Set up a corner or learning center with materials that pertain to one subject area.

Example: Math Facts - materials may include flash cards, drill sheets, games, tray puzzles (with math facts on the pieces and answers on the tray), chalk board activities, tapes, records, manipulative devices etc.

- Students work in the center for a week or other designated time period.
- At the end of the designated time period, the teacher polls the students to decide which method of learning was most effective and/or enjoyable.
- A graph can be made to show the results.

DECISION MAKING

OBJECTIVE

Recognize a preferred leisure activity and assess his/her ability in relation to it.

NO. III-12.2-3-01

ACTIVITY

"FAMILY FUN"

THE CLASS EXPLORES THE CONCEPT OF LEISURE TIME AND TAKES A CLOSER LOOK AT THEIR OWN LEISURE TIME ACTIVITIES.

INFUSION AREAS

Language Arts
(oral language)
(using dictionaries)

Art
(drawing)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets "Family Leisure Time" (sample attached)
- enough dictionaries for class use
- drawing paper

USE WITH

large group

METHOD

lecture
discussion
individual study
counseling process

PROCEDURES

"FAMILY FUN"

- Discuss "leisure time." Define it and give examples of leisure time activities.
- Students can give their own definitions of leisure time and leisure time activities.
- Students look up the words "leisure" and "recreation" in the dictionary and write down the definitions.
- Students complete sheet "Family Leisure Time" (attached).
- List leisure time activities on the board as students discuss how they and their family spend their free time.
- Students fold their paper in half and list in the first column the activities they like to do as an individual, and in the second column, the activities the family participates in together. Pictures may also be drawn.

STUDENT ACTIVITY WORKSHEET

"FAMILY FUN"

"Family Leisure Time"

You need: - paper
 - pencil

People enjoy their leisure time in many ways. Leisure time activities give families the opportunity to have fun together. On your paper write the title, My Family's Leisure Time Activities. Under the title list the activities that your family enjoys. This list may help.

- | | | |
|-----------------|-------------------------|------------------|
| - go to the zoo | - go to a baseball game | - go to a play |
| - go hiking | - take trips | - ride bicycles |
| - go sailing | - go fishing | - go swimming |
| - watch TV | - go camping | - go to a museum |
| - go to a movie | - play card games | |
| - play tennis | - play ping pong | |

Be sure to include any activities that your family does that are not listed here.

Answer this question: Why do families participate in leisure time activities?

Source: Project Choice, Shalley, San Diego City Schools, San Diego, California, 1975.

DECISION MAKING

OBJECTIVE

Recognize a preferred leisure activity and assess his/her ability in relation to it.

NO. III-12.2-3-01

ACTIVITY

"FUN AND GAMES SCRAPBOOK"

TOGETHER WITH LISTS AND DRAWINGS OF THEIR LEISURE TIME ACTIVITIES - PRESENT, FUTURE, ALONE, IN GROUPS - STUDENTS WRITE IN THE ABILITIES AND SKILLS THEY POSSESS OR NEED FOR EACH LEISURE ACTIVITY.

INFUSION AREAS

Art
(pen and ink)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- Book: Sunflowers for Tina by Ann N. Baldwin (New York, Four Winds Press, 1970)
- paper, pens, ink, crayons, pencils, stencils
- Optional: Book: The Beachcomber's Book by Bernice Kohn (New York, Viking, 1970)

USE WITH

individual

METHOD

group work
individual study

PROCEDURES

"FUN AND GAMES SCRAPBOOK"

- Read Sunflowers for Tina.
- Discuss abilities and skills.
- Students make a "What is Leisure" scrapbook. One section is "My Leisure Activities Now," and one is "My Leisure Activities in the Future." Students indicate in boxes in each section what abilities they have/will need for these activities.
- Other sections of the book show "Things I Do By Myself," and "Things I Do With Others."
- When making headings in the scrapbook, students can use India ink pens or stencils.

Variations

- Add sections identifying other leisure activities, make drawings of these, or collect pictures or photographs of family. Include active and quiet activities. For each section, include abilities associated with each activity.

DECISION MAKING

OBJECTIVE

Recognize a leisure activity he/she has tried and assess interest in relation to it.

NO. III-12.2-3-02

ACTIVITY

"CLASS PROFILE"

THE CLASS MAKES A GRAPH OF THEIR LEISURE TIME ACTIVITIES TO SEE WHICH THEY DO MOST OFTEN. THEN THE QUESTION, "WHY?"

INFUSION AREAS

Math
(graphs)

Language Arts
(communication)
(discussion skills)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- graphs with leisure time activities
- Book: Sunflowers for Tina by Ann N. Baldwin (New York, Four Winds Press, 1970)
- Book: Time of Wonder by Robert McCloskey (New York, Viking, 1957)
- Book: Fishing with Dad by James Flora (New York, Harcourt Brace Jovanovich, 1967)

USE WITH

large group
small group

METHOD

discussion
group work

PROCEDURES

"CLASS PROFILE"

- Discuss the meaning of leisure time and leisure time activities.
- Read and discuss one or more of the following books dealing with leisure time activities: Sunflowers for Tina, Time of Wonder, Fishing With Dad.
- Make a class graph of leisure activities.

Example: riding a bicycle
 swimming
 bowling
 reading a book
 taking a trip
 going camping
 playing games
 watching TV
 drawing pictures
 playing football, soccer, baseball, hockey
 listening to records
 roller skating
 eating popcorn
 writing stories
 etc.

- Tally the class results on the graph. Discuss choices.
- Have students decide which activities they do most often. Why do they do some activities more than others? Discuss relationship between interest and their activities.

PLANNING & PLACEMENT

OBJECTIVE

List several occupations and indicate his/her interest in each.

NO. IV-13.1-3-01

ACTIVITY

"OCCUPATION IDENTIFICATION"

OBJECTS/PICTURES DESIGNATED IN THE CLASSROOM SERVE AS STARTING POINTS FOR LISTING OCCUPATIONS. EACH STUDENTS SPENDS FIVE MINUTES AT FOUR DESIGNATED SPOTS AND LISTS JOBS ASSOCIATED WITH THE OBJECT FOUND IN EACH SPOT. THEY THEN INDICATE WHICH OCCUPATIONS INTEREST THEM.

INFUSION AREAS

Social Studies
(work roles)
(industry)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- Seven or eight work stations consisting of an object and perhaps a short story which would suggest several occupations e.g. an item of clothing and a story saying the item was new and purchased at a store
- suggested items: food, a letter, a plant, a picture of a hospital or school, a book, pencil or toy
- number each station and randomly assign each student four of the numbers

USE WITH

large group
small group

METHOD

individual study

PROCEDURES

"OCCUPATION IDENTIFICATION"

- Allow each student three-five minutes at four of the seven-eight stations.
- At each station students list as many occupations as they can which are suggested by the item and story or picture at that station.
- At the end of each three-five minute period the students rotate to another station and repeat the assignment.
- When students have observed four stations, they review their job lists and mark the occupations which they find interesting.

PLANNING & PLACEMENT

OBJECTIVE

Indicate preferences for activities which are compatible with a variety of expressed personal characteristics (e.g. leadership, active/inactive, alone/with a group.)

NO. IV-13.1-3-02

ACTIVITY

"THE WAY I AM"

A WORKSHEET EXERCISE LEADS TO A DISCUSSION ON HOW STUDENT CHARACTERISTICS RELATE TO THINGS THEY LIKE TO DO.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets (see attached)
- transparency of worksheet

USE WITH

individual

METHOD

counseling process
lecture
individual study

PROCEDURES

"THE WAY THAT I AM"

- Students fill out the "Things That Tell The Way I Am" column on the worksheet (see attached sample).
- Students list at least 10 activities they like to do. Allow 10-15 minutes.
- Discuss how the activities relate to the characteristics they checked ("Why do you like doing your first activity? What does that have to do with the things you checked?")
- Note: This sheet might become a page in a booklet of self-awareness activities.

STUDENT ACTIVITY WORKSHEET

"THE WAY I AM"

Things That Tell The Way I Am

I like to:

be outdoors
be indoors
help people
work with machines
work with my hands
try new things
work alone
work in a group
be a leader

(Add or delete to this column.)

X

Things I Like To Do

I like to paint.
I like puzzles.
Etc.

Instructions: Tell students to check the items in column one that apply to them only.

Students fill in the second column themselves.

PLANNING & PLACEMENT

OBJECTIVE

Describe the experiences, skills, temperaments, and physical characteristics generally required for his/her preferred leisure activities.

NO. IV-13.2-3-01

ACTIVITY

"HOORAY HOLIDAY TRIP"

STUDENTS CHOOSE BOOKS ON SOMETHING (CRAFT, SPORT) THEY WOULD LIKE TO DO ON A HOLIDAY AND THEN IDENTIFY SKILLS NEEDED TO DO IT. EACH WRITES A STORY ON THEIR HOLIDAY ACTIVITY CHOICE.

INFUSION AREAS

Language Arts
(expository writing)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- consult with librarian about location of books appropriate for this activity
- picture paper
- tape recorder (optional)
- flannel board (optional)

USE WITH

large group
individual

METHOD

lecture
discussion
individual study

PROCEDURES

"HOORAY HOLIDAY TRIP"

- Take students to library for "Hooray Holiday Trip."
- Students can choose a book on something (a sport, craft or hobby) that they would like to do on a holiday.
- Students survey the book and list skills needed for what they have chosen to do.
- Start a story together - "Hooray it's a holiday. Today I would like to . . . , but first I need to"
- Students then work individually and later can share findings in a large group discussion.
- For younger groups use tape recorder, or make flannel board stories.

PLANNING & PLACEMENT

OBJECTIVE

List activities he/she would like to learn to do and assess how difficult learning each will be.

NO. IV-13.3-3-01

ACTIVITY

"MAY I INTERVIEW YOU?"

AFTER DECIDING ON THREE THINGS THEY WOULD LIKE TO LEARN TO DO, STUDENTS INTERVIEW PERSONS WHO ALREADY DO THOSE THINGS. THEY THEN ASK THEMSELVES IF THEY COULD LEARN THOSE THINGS AND DISCUSS RESULTS IN CLASS.

INFUSION AREAS

Language Arts
(interview skills)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- tape recorders (optional)
- paper and pencils

USE WITH

large group
individual

METHOD

discussion
individual study

PROCEDURES

"MAY I INTERVIEW YOU?"

- Students list three things they would like to learn to do.
- They then interview someone who can do these activities.
- Interview questions can include:
 1. How long did it take you to learn to . . . ?
 2. Who helped you?
 3. When did you learn this?
 4. What was the hardest part?
- Students may write or tape record the interview answers.
- Finally, students make a decision on whether they could learn the activities - why or why not?
- Discuss results in large group. (Allow three days to complete.)

PLANNING & PLACEMENT

OBJECTIVE

Initiate exploratory experiences related to his/her interest areas.

NO. IV-13.4-3-01

ACTIVITY

"SUPER SNOOP"

STUDENTS INVESTIGATE THEIR INTEREST AREAS STATING SOURCES OF INFORMATION (BOOKS, PEOPLE) AND WRITING ABOUT THE INFORMATION THEY FIND.

INFUSION AREAS

Language Arts
(research skills)

Social Studies
Science or Mathematics, depending on interest area selected by the student

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets (sample attached)
- discussion of project with school and librarian to prepare them for the students. Suggestion: ask for parent support.

USE WITH

individual

METHOD

individual study

PROCEDURES

"SUPER SNOOP"

- After a discussion of interest areas, each student receives a copy of the attached worksheet.
- Students 1. choose an interest to investigate, 2. list at least three things they can do to find out more about that interest, and 3. keep a daily record for seven-ten days of what they actually do in pursuit of their interest.
- Students might suggest these ways to find out about their interest: library - public and school, resource people, interviews, visitations, materials needed for interest.
- Follow-up: Students present what they found via reports, murals, posters, plays, etc.

STUDENT ACTIVITY WORKSHEET

"SUPER SNOOP"

I am interested in _____.

Three ways I can find out about _____ are

1.

2.

3.

RECORD OF MY INVESTIGATION:

Day One

Etc.

PLANNING & PLACEMENT

OBJECTIVE

Identify specialized resource people (e.g. librarian) in his/her immediate environment who can help him/her carry out an activity.
NO. IV-15.1-3-01

ACTIVITY

"ASK THE EXPERTS"

STUDENTS LIST THINGS THEY WANT TO LEARN
AND SEARCH FOR NAMES OF RESOURCE PEOPLE
WHO COULD HELP THEM.

INFUSION AREAS

Social Studies
(research skills)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets (sample attached)
- phone books
- community resource guides
- newspapers (local)

USE WITH

large group
individual

METHOD

discussion
individual study

PROCEDURES

"ASK THE EXPERTS"

- Students list on their worksheet at least five different activities they want to learn about. (Direct them to leave four or five spaces between the activities as they list them.)
- Students identify a resource person or persons whom they could talk to or who would help them carry out an activity. Encourage students to list more than one resource person if possible.
- Allow one to three days for individual research.
- Individuals share their findings with the large group. Discussion items could include:
 1. Problems they had in getting the information.
 2. How they found the names of resource people.
 3. Where they found the names.
- The activities might be arranged in categories and bound in a book for the class to use.

STUDENT ACTIVITY WORKSHEET

"ASK THE EXPERTS"

ASK THE EXPERTS

Activity

A Report on Animals

Resource Persons

1. Librarian (Mrs. Jones)
2. Zookeeper (Ms. Smith)
3. Veterinarian (Dr. and Mrs. James)

PLANNING & PLACEMENT

OBJECTIVE

Perform the necessary steps to follow a personally selected activity.

NO. IV-15.2-3-01

ACTIVITY

"FREE TO CHOOSE"

FROM A LARGER ACTIVITY BOOK, STUDENTS CHOOSE A TASK TO CARRY OUT DURING FREE TIME AND FOLLOW ALL STEPS DESCRIBED FOR COMPLETING THEIR ACTIVITY.

INFUSION AREAS

Art
(any medium)

Reading
(comprehension)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- Book: McCall's Giant Make-It Book,
Western Publishing Co., 1968
- materials as per book

USE WITH

individual

METHOD

individual study

PROCEDURES

"FREE TO CHOOSE"

- Set up learning station with the book McCall's Giant Make-It Book and introduce the station to the class.
- Students may choose a project to be completed in free time.
- Students must perform necessary steps to complete a project with given materials.

PLANNING & PLACEMENT

OBJECTIVE

State personal reactions to exploratory experiences related to his/her interest areas.

NO. IV-16.2-3-01

ACTIVITY

"SMILES OR FROWNS"

WITH SIMPLE TONGUE DEPRESSOR PUPPETS
STUDENTS INDICATE THEIR PERSONAL RESPONSE
TO VARIOUS INTERESTS IN A LIST COMPOSED
BY THE CLASS.

INFUSION AREAS

Language Arts
(feelings)

Art
(puppets)

Mathematics
(graphs)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- paper
- tongue depressors
- crayons or felt markers

USE WITH

large group

METHOD

group work

PROCEDURES

"SMILES OR FROWNS"

- The class makes a list on the chalkboard of activities (sports, hobbies, clubs, etc.) students have experienced.
- Each student makes a hand puppet: a tongue depressor with a happy face on one side and a sad face on the other.
- Read through the list on the board one by one and ask students to hold up the side of the puppet that is appropriate for their reaction to the activity.
- If students have not participated in the activity they do not need to respond.
- Option: Make a class interest graph.

PLANNING & PLACEMENT

OBJECTIVE

Select future exploratory activities based on personal reactions to previous experiences.

NO. IV-17.1-3-01

ACTIVITY

"WISHES AND DREAMS"

STUDENTS WRITE STORIES WHICH BEGIN WITH "IT WILL BE A DREAM COME TRUE WHEN I CAN . . . " OR "THE BEST WISH I CAN THINK OF FOR MY NEXT BIRTHDAY IS . . . " AND END WITH WHY'S AND HOW'S.

INFUSION AREAS

Language Arts
(creative writing)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- paper, pencils
- Optional: 1. writing topics that would guide the students toward meeting the objective
- 2. paper shapes to attach stories to (clouds, birthday cakes)

USE WITH

large group
individual
small group

METHOD

individual study

PROCEDURES

"WISHES AND DREAMS"

- Students choose one of the following topics to write about. The choice should be something they would like to do or learn about.
- Topics are
 1. "It will be a dream come true when I can" (This topic must include Why and How the student will do this.)
 2. "The best wish I can think of for my next birthday is" (Students must tell why they want this wish and how they will make it come true; it can not be a wish for an object.)
- Optional: Cut the writing paper into cloud (dream) or cake (wish) shapes and put them into a book.

Match pictures to stories

Paste stories on cloud or cake shapes.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Identify his/her values and give examples of his/her behaviors which confirm these values.

NO. I-1.2-6-01

ACTIVITY

"I'D RATHER"

THROUGH STORY WRITING, STUDENTS' VALUES SURFACE AND SERVE AS THE BASIS FOR SMALL-GROUP DISCUSSION AND COLLAGES.

INFUSION AREAS

Language Arts
(composition)
(creative writing)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- magazines with pictures of people and activity e.g. sports, hobby and people magazines
- handout describing the assignment

USE WITH

large group
small group

METHOD

discussion
group work
individual study

PROCEDURES

"I'D RATHER"

- Discuss and describe with class the meaning of values and some related behaviors of people.
- Students write a story about any one of the following ideas:
 1. Would you rather be a Corvette or a Honda? Tell why.
 2. Would you rather be a golf club or a football? Tell why.
 3. Would you rather be a professional basketball player or an ice skater? Why?
 4. Would you rather be the Pacific Ocean or the Mississippi River? Why?
- In small groups, students read stories aloud.
- The group identifies group activities, interests, and values from stories and discussion. Make a collage of magazine pictures that depicts interests and values through activities, that describes the entire group.
- Each group shares with the class their collage and, if time, some of their stories.

NOTE: Encourage students to relate their stories and collage to people, places, and actions.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Identify his/her interest areas and give examples of his/her activities which relate to those interests.

NO. I-1.2-6-02

ACTIVITY

"MYSTERY RIDDLES"

STUDENTS WRITE INDIVIDUAL RIDDLES ABOUT AN ACTIVITY THEY ENJOY AND THEN EVERYONE GUESSES WHO HAS WRITTEN WHICH RIDDLE.

INFUSION AREAS

Language Arts
(creative writing)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- some examples of riddles to generate ideas
- construction paper, crayons, paint

USE WITH

small group

METHOD

group work
individual study

PROCEDURES

"MYSTERY RIDDLES"

- Students write riddles about themselves of four lines each. Each riddle should contain activity descriptions about an interest.
- Class members exchange the riddles. Students try to guess who has written each riddle, and identify the "tool" described. Allow one minute for guessing before placing the riddle on "Guess Who" bulletin board.

Example:

I enjoy its use
A picture I'll paint
To be skillful makes you an artist
Perhaps even great.

Answer: Patrice, a paint brush

- Students can make a drawing to accompany their riddle for a bulletin board display.

Optional:

- Allow for individual abilities; some may work in pairs.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Identify ways in which his/her immediate environments (including people) have influenced his/her values and interests, and ways in which he/she has influenced these environments.

NO. I-2.1-6-01

ACTIVITY

"A WALK AROUND THE BLOCK"

AFTER A WALKING TOUR OF THEIR COMMUNITY, STUDENTS IDENTIFY ITS INFLUENCE ON THEM AND THEIR INFLUENCE ON THEIR ENVIRONMENT.

INFUSION AREAS

Social Studies
(community)
(environment)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- identify area for walk
- map of community

USE WITH

individual
small group

METHOD

field trip
(walking)

PROCEDURES

"A WALK AROUND THE BLOCK"

- Take the students for a walk. Two kinds are described below.
- Follow the Work Walk - make a list of words that occur (are seen) more than others. Note particularly the names given to shops, signs, etc.
- Identify a generalization of interests in the community (environment). Identify a generalization of values (from types of businesses, etc.) in the community.
- Discuss how the environment has influenced student lives. Discuss how student lives, interests, values have influenced the environment, e.g. library, theater, sporting goods store, etc.
- An Important Walk - walk around the community and identify what in the community is important to students. Discuss what is absent, but that the community should contain that is important to the students.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Establish an attainable goal, based on self assessment, that is intended to bring about a behavior within a specified period of time (one semester).

NO. I-2.2-6-01

ACTIVITY

"PLAN STOPPER"

STUDENTS KEEP A LOG OF TIME SPENT WORKING ON GOALS THEY SET FOR THEMSELVES, AND EXAMINE HOW SUCCESSFUL THEY WERE IN CARRYING OUT THEIR PLANS.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- student chart handouts
- a list of "plan stoppers" e.g. illness, visitors, rainy day, broken TV, punishment, no money, holiday, vacation trip, run out of supplies

USE WITH

large group
individual

METHOD

discussion
individual study

PROCEDURES

"PLAN STOPPER"

- Discuss the meaning of goals.
- Discuss the meaning of realistic or attainable goals.
- Discuss "plan stoppers" - could use handout.
- Each student identifies an attainable goal related to personal growth or school work, e.g. punctuality, keeps promises, completes assignments, neatness, courtesy, good manners, carries out home responsibilities.
- Each student identifies a block of time (one week) which he/she plans to devote to attaining the identified goal and keeps a log of when goal was worked on.
- Individually, the teacher discusses failures and successes where appropriate. In this discussion, reference is made to the "plan stoppers" list, as possible reasons for failure or success.
- In a large group discussion, the class identifies the percentage of students who achieved their goal. Individual successes or failures should not be discussed.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Recognize examples of how learning, physical growth, and maturation have affected self-concept in case studies and in his/her life.

NO. I-2.3-5-01

ACTIVITY

"MY SIZE INSIDE"

A DISCUSSION ON FACTORS RELATING TO POSITIVE SELF-IMAGE, AN EXAMINATION OF THE LIVES OF FAMOUS PEOPLE, AND A BIOGRAPHICAL SKETCH OF THEMSELVES SHOW STUDENTS THERE ARE MANY REASONS FOR FEELING THE WAY THEY DO.

INFUSION AREAS

Language Arts
(reading)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- discussion material; assignment handouts
- films or filmstrips about famous people
- biographical sketches of inventors, political leaders, famous surgeons, lawyers, civic leaders etc.

USE WITH

large group
individual

METHOD

discussion
media viewing
individual study

PROCEDURES

"MY SIZE INSIDE"

- Discuss how learning/skills achievement contributes to a positive self-image.
- Brainstorm behaviors of persons who have a positive self-image/negative self-image.
- Discuss ways physical growth or stature contribute to a positive or negative self-image. Include stereotypes.
- Students read a biographical sketch of a famous person. They underline words that describe learning or skill accomplishments of the famous person, words that describe physical size of the person, and phrases or sentences that indicate or describe a positive self-image held by the famous person.
- Indicate that there is not necessarily a correlation between the physical size of a person and positive self-image.
- During class discussion, students describe the strength of the relationship between achievement, physical growth, and a positive self-image of the person they read about. The strength should be described as strong - mild - weak. Each student should try to point out reasons for choices.
- Students write their own biographical sketch.
- Class views a film or filmstrip that describes the life of a famous person.

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Demonstrate basic interpersonal skills with peers.

NO. I-4.2-6-01

ACTIVITY

"QUIET: INVENTORS AT WORK

IN SMALL GROUPS, STUDENTS INVENT AN AUTOMATIC GARAGE DOOR OPENER UTILIZING A LIST OF INTERPERSONAL SKILLS AND INTRIGUING ITEMS.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheet (see attached)

USE WITH

small group

individual

METHOD

group work

PROCEDURES

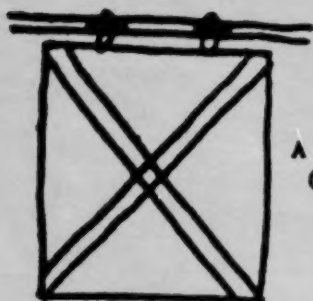
"QUIET: INVENTORS AT WORK"

- Explain to students that each small group has half an hour to invent an automatic garage door opener.
- Suggested Ground Rules:
 1. Work together and develop one idea that represents group's consensus.
 2. Must use all items.
 3. Present idea to class in manner of their choice.
- Stress that each group tries to:
 1. Avoid members arguing for individual judgements. Approach the task on the basis of logic.
 2. Avoid members changing their minds only in order to reach agreement and avoid conflict.
 3. Avoid majority voting or trading in reaching a decision.
 4. View difference of opinions as helpful.
- Discuss interpersonal skills that were required in order to get the job done.
- Teacher - observe behaviors of individuals/achievement of group consensus and discuss observations with students.

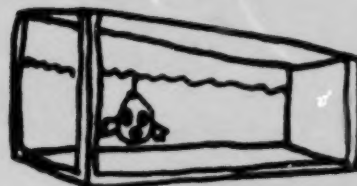
SAMPLE WORKSHEET: "QUIET;
INVENTORS AT WORK"

133

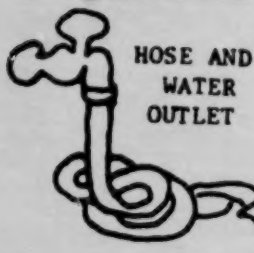
Using All these items create a garage
door which will open automatically.



A GARAGE DOOR
(sliding variety)



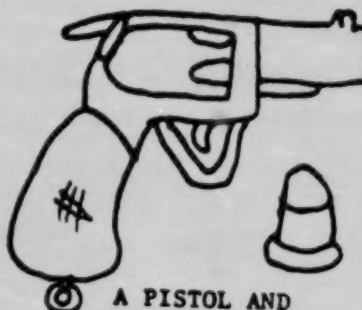
A GOLDFISH
AQUARIUM



HOSE AND
WATER
OUTLET



A MALLET



A PISTOL AND
BULLET



AN EXPLODING
CAP



A HOUND
SLEEPING
ON A TABLE



A RABBIT AND
NEARBY BURROW



ROPE



SEESAW



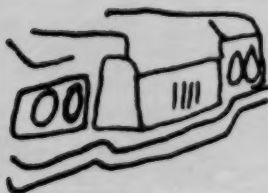
A CAN FULL
OF WATER



STRING



A LAWN SPRINKLER



FRONT END OF
AN AUTOMOBILE

A FLEA

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Recognize the effect of given attitudes and behaviors on maintaining interpersonal relationships with peers.

NO. I-4.3-6-01

ACTIVITY

"PEOPLE WORDS"

A CHOOSE-THE-RIGHT-WORD EXERCISE AND A CLASS DISCUSSION FOCUS ON THE EFFECT OF ATTITUDES AND BEHAVIORS ON RELATIONSHIPS.

INFUSION AREAS

Language Arts
(spelling)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheet (attached)

USE WITH

large group

METHOD

discussion

PROCEDURES

"PEOPLE WORDS"

- Identify and discuss the definitions of:

cooperate	feelings
depend	share
control	responsibilities
compromise	change

- Distribute worksheet and discuss appropriate insertion of words.
- Give students examples of "negative" incidents they can relate to where the presence of the attitudes or behaviors implied by the words does not exist.
- Discuss what would change in those incidents if good interpersonal relationships existed or if certain behaviors or attitudes exists.

Examples of Student Incidents:

Small group assignment is not completed.

Jerry is late for rehearsal.

Joan forgets her turn at watering the plants.

Optional:

- Assign as spelling list or perhaps bonus work the word list above.

STUDENT ACTIVITY WORKSHEET

"PEOPLE WORDS"

Word Box of Interpersonal Relationships

Cooperate	Share
Depend	Rules
Control	Responsibilities
Feelings	Compromise
	Change

Choose your answers from the words above.

1. People who work and play together (depend) on one another.
2. Sometimes we (share) our responsibilities.
3. An individual's responsibilities (change) as he or she grows up.
4. Two people can get more work done if they (cooperate).
5. It is important to consider the (feelings) of others when working or playing.
6. When two people disagree, it is sometimes best to (compromise).
7. The duties and tasks a person has are his (responsibilities).
8. Some people learn to plan, organize, and (control) work and play activities.
9. Everyone playing a game needs to know the (rules).

SELF AWARENESS & ASSESSMENT

OBJECTIVE

Hold appropriate beliefs relevant to some aspects of self-awareness, self-assessment, self-concept, and self-development, (e.g. that he/she has some control over self-concept changes, etc.).

NO. I-B-6-01

ACTIVITY

"BELIEVE ME!"

STUDENTS WILL KNOW AND IDENTIFY SPECIFIC THINGS THEY ARE ABLE TO DO, NOT ABLE TO DO, AND WOULD LIKE TO BE ABLE TO DO IN THEIR FUTURE.

INFUSION AREAS

Language Arts
(past, future)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- magazines, heavy paper

USE WITH

large group

small group

METHOD

discussion

group work

individual study

PROCEDURES

"BELIEVE ME!"

- Discuss abilities in class; the teacher may share some of his/her abilities.
- Students identify lists containing:
 - a. Five things I can do now.
 - b. Five things I can't do now.
- Discuss how abilities change as development occurs. Give personal and other adult examples.
- Students project five things they will be able to do in 10 years as a result of growth and maturation.
- Students create collages of words and pictures that are two-sided or two-dimensional, shaped like head, hands, feet, etc. One side should contain words and pictures which depict what they are now and the other side should indicate activities/events that they have selected from their "Futures" list.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify kinds of training needed for each of several pupil activities.

NO. II-5.1-6-01

ACTIVITY

"BROUGHT TO YOU BY . . ."

EACH STUDENT RESEARCHES INFORMATION ON SKILLS/TRAINING NEEDED FOR A POPULAR STUDENT ACTIVITY. GROUPS OF LIKE ACTIVITIES THEN FORM TO PREPARE AN ADVERTISEMENT TO "BROADCAST" TO THE CLASS

INFUSION AREAS

Language Arts
(research skills)
(expository writing)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- Research information on popular student school activities. Information should include skills/training needed; have information in print for student research (brochures, flyers, etc).

USE WITH

small group
individual

METHOD

group work
individual study

PROCEDURES

"BROUGHT TO YOU BY . . ."

- Ask students to brainstorm orally examples of popular or typical student activities. Place list on chalkboard.

Encourage thinking with ideas such as:

Student council representative

Cheer leader

Intra-mural basketball

Scouts - Boy and Girl

- Each student chooses one, not more than two, activities that interest him/her. Allow one week for students to gather information about the activity - from classroom reference material, media center, home, community, or leaders in the activities.
- Place students of similar interests in a group to develop a news broadcast (advertisement) or poster that promotes the activity.
- Consider using the advertisement school-wide!
- In the presentation to the class, the students describe two main points: description of activity and training or skills needed.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify different education and training needs among a hypothetical group of youngsters with given special interests, talents, and academic strengths and weaknesses.

NO. II-5.1-6-02

ACTIVITY

"A CLASS OF CLUSTERS"

CLASS DISCUSSION, SMALL GROUP BRAINSTORMING, AND INDIVIDUAL RESEARCH INTRODUCES STUDENTS TO A VARIETY OF OCCUPATIONS, THEIR SIMILARITIES AND DIFFERENCES

INFUSION AREAS

Language Arts
(research skills)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- bulletin board illustrating Occupational Clusters
- handouts explaining Occupational Clusters (see attached)
- occupational information: MOIS, Encyclopedia, Occupational Outlook Handout (a Department of Labor publication)

USE WITH

large group
small group

METHOD

lecture
discussion
group work

PROCEDURES

"A CLASS OF CLUSTERS"

Day One

- Referring to bulletin board, discuss Occupational Clusters.
- Hand out the breakdown of clusters. Discuss the rationale behind each cluster.
- Divide the class into small groups by allowing students to volunteer for a cluster which interests them.
- In small groups, students generate lists of talents, special interests related to that particular cluster.

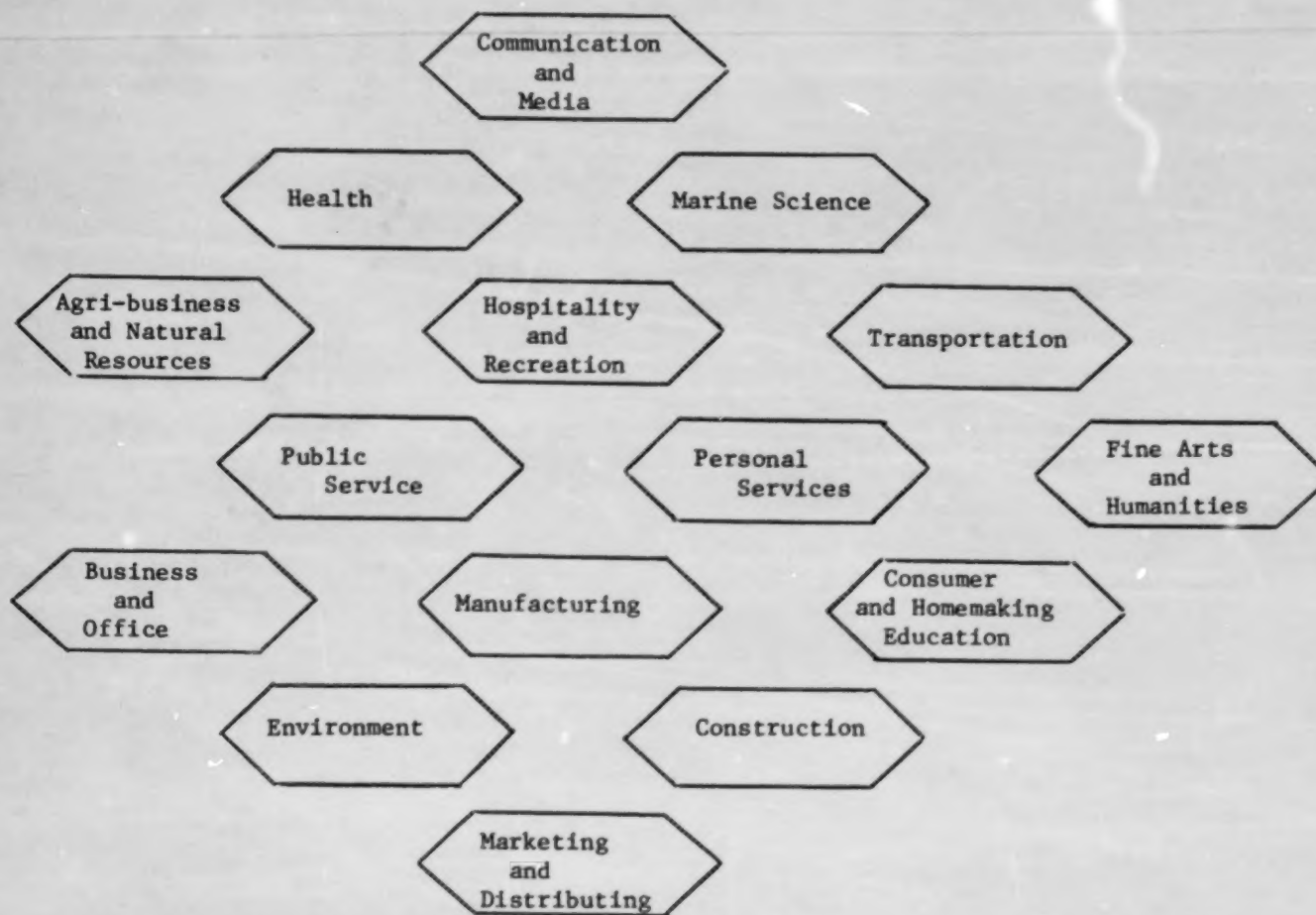
Day Two

- Within each group, individual students select an occupation and research particular talents, training/education needed. Each student will report this information back to the small group.

Day Three

- Each small group gives a short presentation to the class summarizing how occupations within the given cluster are similar and different. Students should give examples of careers within the cluster which require different skills and training.

OCCUPATIONAL CLUSTERS



"A CLASS OF CLUSTERS"

STUDENT ACTIVITY WORKSHEET

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify several settings in which education/training can be obtained for each of several activities.

NO. II-5.2-6-01

ACTIVITY

"BULLETIN BOARD BOOSTERS"

SPECIALIZED BULLETIN BOARDS ARE THE END PRODUCTS OF AN ACTIVITY THAT DETERMINES PLACES WHERE ONE LEARNS A SPECIAL ACTIVITY OR OCCUPATION.

INFUSION AREAS

Art
(multi-media)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- materials for constructing bulletin board displays: markers, magazines, construction paper, scissors etc.
- Book: Occupational Outlook Handbook
(U.S. Department of Labor)
- encyclopedia
- MOIS
- a work-experience kit

USE WITH

large group
small group

METHOD

lecture
discussion
group work

PROCEDURES

"BULLETIN BOARD BOOSTERS"

Day One

- With students, generate lists of: favorite activities, occupations they might be interested in in relation to art, science, math, food service careers.
- Prioritize list and discuss activities and occupations the class is most interested in.
- Divide class into small groups. Each group is responsible for construction of a bulletin board display that illustrates settings in which education/training can be obtained for a particular activity or occupation.

Day Two

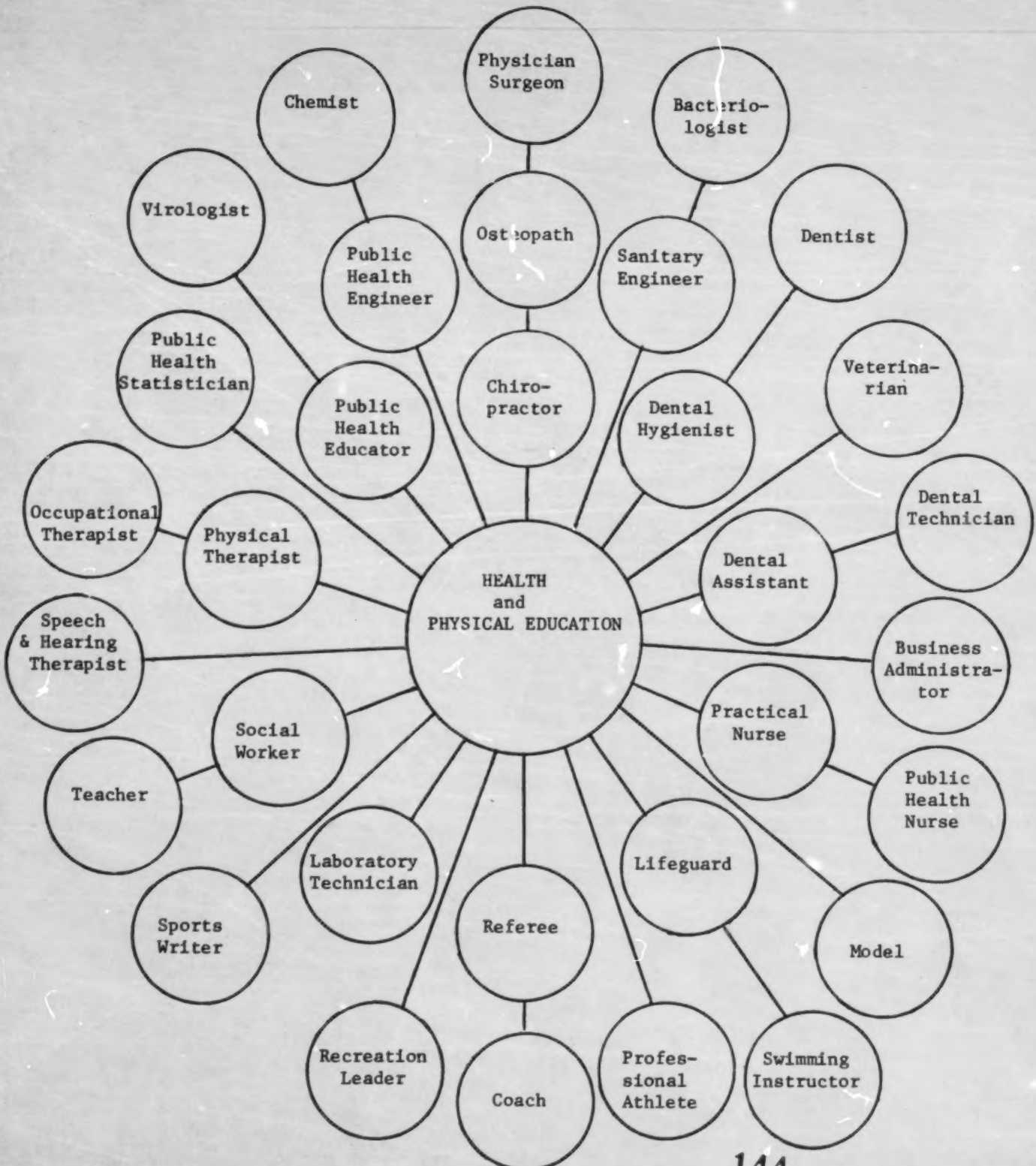
- Class works in small groups constructing displays.

Day Three

- Small groups present bulletin boards to class.

STUDENT ACTIVITY WORKSHEET

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY
IN HEALTH AND PHYSICAL EDUCATION



CAREER AWARENESS & EXPLORATION

OBJECTIVE

Select an informal and a formal source of learning for each of several activities.

NO. II-5.2-6-02

ACTIVITY

"OUR SURVEY SAID . . ."

STUDENTS CREATE A LIST OF SOURCES OF EDUCATION AND TRAINING FOR A LIST OF FAVORITE ACTIVITIES. THIS LIST SERVES AS THE BASE FOR THEIR "SURVEY" WHEN OTHER CLASS GROUPS PLAY THEIR VERSION OF "FAMILY FEUD."

INFUSION AREAS

Mathematics
(percent)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- viewing "Family Feud" on TV
- cardboard, markers
- student list of activities

USE WITH

large group
small group

METHOD

group work
game playing

PROCEDURES

"OUR SURVEY SAID . . ."

Day One

- Discuss format of "Family Feud" TV game.
- Discuss meaning of "survey" as an information source.
- Generate a list of favorite activities.
- Read the list and have students record a source of education and/or training related to the activity.

Day Two

- Discuss the difference between formal and informal sources of information.
- Students compute percentage of most common responses to each activity (allow time for sharing).
- Using responses, develop a game following the format of "Family Feud."

Optional:

- Administer the game to small groups in another class, with parents, teachers, etc.
- Purchase "Family Feud" game as a model.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Match skills with a setting in which that skill can be developed, given a list of skills and a list of educational settings.

NO. II-5.2-6-03

ACTIVITY

"SKATING IN THE KITCHEN?"

STUDENTS ARE GIVEN A LIST OF SKILLS FOR WHICH THEY CREATE A MATCHING LIST OF SETTINGS WHERE THESE SKILLS ARE DEVELOPED.

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets (see attached)

INFUSION AREAS

Language Arts
(vocabulary)

USE WITH

large group
individual

METHOD

lecture
discussion
individual study

PROCEDURES

"SKATING IN THE KITCHEN?"

- Discuss what a skill is and brainstorm a list of skills. Record on the chalkboard.
- Discuss skills students presently possess.
- Discuss skills parents, older siblings, relatives, and friends possess and how these might have been acquired.
- Distribute and discuss worksheets; students complete these outside class.
- At least two days later discuss completed worksheets with students. On board, record skills and various developmental settings.

STUDENT ACTIVITY WORKSHEET

"SKATING IN THE KITCHEN?"

For each of the skills listed below, list at least one setting in which the skill may be developed.

SKATING _____

TYPING _____

COOKING _____

RUNNING _____

SPEAKING _____

LISTENING _____

DRAWING _____

PLAYING THE GUITAR _____

Below, list five persons you know in various types of work. Name their jobs and list special skills they need for them. List where these special skills were acquired.

JOB	SKILLS	WHERE WAS SKILL ACQUIRED
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

In each of the settings listed below, list at least one skill which may be developed in that setting.

HOME _____ PARK _____

SCHOOL _____ ART CLASS _____

LIBRARY _____ SHOP CLASS _____

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Know local junior high/middle school options.

NO. II-5.2-6-04

ACTIVITY

"IT'S ORIENTATION DAY!"

THE WHOLE SCHOOL HOLDS AN ORIENTATION DAY FOR STUDENTS, ALLOWING THEM TO LEARN MORE ABOUT THE OPTIONS AND SUBJECTS IN THE GRADE(S) AHEAD OF THEM.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- handouts describing middle school options
- orientation schedule for students
- briefing for middle school teachers on orientation procedures

USE WITH

large group

METHOD

discussion
lecture
counseling process

PROCEDURES

"IT'S ORIENTATION DAY!"

- This activity is for a one-day middle school orientation program to be implemented near the end of each school year. This activity is organized by the counseling staff and implemented by the total staff.
- In this activity each grade becomes acquainted with the staff, requirements, and options relating to the grade above, e.g. sixth graders learn about seventh grade options; fifth graders learn about becoming sixth graders.
- Students meet in homerooms and receive schedules for the day. They proceed through the day's activities; each student spends one class period in each department. Students meet next year's teachers, learn about next year's requirements, and begin thinking about options. Each scheduled class period will allow time for student questions.
- Teachers should plan orientation sessions to introduce students to subject matter, goals, requirements, etc. Teachers should plan as many hands-on activities as possible to introduce students to subject matter.
- At the end of the day, students return to homeroom where they receive handouts describing middle school options; teacher answers questions and explains any extracurricular activities available.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Give one potentially desirable and one potentially undesirable consequence of several educational alternatives (e.g. dropping out, high school diploma, college).

NO. II-5.3-6-01

ACTIVITY

"GETTING THE SCOOP"

SMALL STUDENT GROUPS PRESENT SKITS WHICH DRAMATIZE THE CONSEQUENCES OF CHOOSING A PARTICULAR EDUCATIONAL ALTERNATIVE, SUCH AS DROPPING OUT, GRADUATING, GETTING MORE SCHOOLING.

INFUSION AREAS

Language Arts
(communications)
(drama)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- cards which describe particular role-playing situations
- chalkboard

USE WITH

large group
small group

METHOD

lecture
discussion
role playing
group work

PROCEDURES

"GETTING THE SCOOP"

Day One

- Discuss possible education alternatives with class and make a list of them on the board, allowing time to discuss each.

Examples

high school diploma
college
dropping out

vocational training
armed forces
community college

- Divide class into small groups and give each group a specific role-playing situation. Each group will then plan a skit which will illustrate advantages and disadvantages of a particular educational alternative.

Possible role considerations: students, parent, teacher, friends, employers.

Days Two and Three

- Students work in small groups on presentations.
- Small groups present skits to class; allow time for discussion after each presentation.
- Summarize advantages and disadvantages of each alternative on the board.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify for a variety of occupations one major influence which each occupation has on a person's life style, e.g. geography, emergency conditions, prestige, etc.)

NO. II-6.1-6-01

ACTIVITY

"TINKER, TAILOR, CANDLESTICK MAKER"

STUDENTS EXAMINE HOW OCCUPATION ROLES AFFECT OTHER LIFE ROLES BY ASKING THEMSELVES SUCH QUESTIONS AS "HOW DOES BEING A PILOT AFFECT ONE'S LEISURE TIME?"

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheet (attached)
- discussion material on life roles

USE WITH

large group
small group

METHOD

lecture
discussion
group work

PROCEDURES

"TINKER, TAILOR, CANDLESTICK MAKER"

- Discuss how various occupations might contribute to particular life styles.
- Discuss life roles
 - occupational
 - family
 - citizen
 - leisure
- Build a definition of lifestyle - "the way you live."
- Discuss how occupational role affects the other roles.
- Divide class into small groups to complete worksheets.
- Students discuss and class summarizes the completed worksheets on the board.

Caution: Watch for stereotypes; be ready to deal with misconceptions and sex roles.

STUDENT ACTIVITY WORKSHEET

"TINKER, TAILOR, CANDLESTICK MAKER"

Describe how each occupation listed could influence other life roles:

OCCUPATION	FAMILY ROLE	LEISURE ROLE	CITIZEN ROLE
Teacher			
Doctor			
Factory Worker (night shift)			
Mail Carrier			
Carpenter			
Pilot			
Farmer			
Plumber			
Author			
Secretary			
Bank Teller			
Ball Player			

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Explain how an occupation typically influences certain factors of lifestyle and how it may not, given a list of visible occupations and a list of factors.

NO. II-6.1-6-02

ACTIVITY

"CONSEQUENCES"

USING A LIST OF OCCUPATIONS AND FACTORS RELEVANT TO THOSE JOBS, STUDENTS IDENTIFY THE CONSEQUENCES JOBS HAVE ON LIFESTYLES.

INFUSION AREAS

Social Studies
(work; leisure)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- worksheets on "Consequences"

USE WITH

large group
small group
individual

METHOD

discussion
group work
individual study

PROCEDURES

"CONSEQUENCES"

- Discuss the relationship between occupations and relevant associated factors.
- Discuss various lifestyles.
- Distribute worksheet "Consequences."
- Students identify potential consequences of jobs and the effect these factors would have on lifestyle.
- Invite selected/available role models to class to discuss the influence of their occupation on their lifestyles.

STUDENT ACTIVITY WORKSHEET

"CONSEQUENCES"

<u>OCCUPATION</u>	<u>FACTORS</u>	<u>CONSEQUENCES</u>
DOCTOR	Uncertain hours	
TERRITORIAL SALES PERSON	Away from home often	
FACTORY WORKER	Monotony, boredom	
ATHLETE	Must maintain regu- lar schedule	
TEACHER	Sometimes has sum- mers free	
MINISTER/PRIEST	Often interrupted with others' problems	
ACTOR/ACTRESS	Uncertain work, unusual hours	
MILITARY OFFICE	Subject to transfer	
CONSTRUCTION WORKER	Often seasonal work	
FARMER	Depends on weather	
BAKER	An early "riser"	

Note: These are suggested occupations and factors; teacher and/or class may add others.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify sources of information to use in answering questions about occupations.

NO. II-6.3-6-01

ACTIVITY

"I LIKE _____. WHAT CAN I DO?"

STUDENTS MUST GO TO A VARIETY OF SOURCES OF OCCUPATIONAL INFORMATION TO DISCOVER SOME ANSWERS ABOUT THEIR INTERESTS.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- bulletin board display relating subject area to occupations of math, art etc.
- Book: Occupational Outlook Handbook
(U.S. Department of Labor)
- encyclopedias
- list of resource persons for students to talk to
- MOIS
- worksheet "I Like _____. What Can I Do?"

USE WITH

large group
individual

METHOD

lecture
discussion
individual study

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify sources of information to use in answering questions about occupations.

NO. II-6.3-6-01

ACTIVITY

"I LIKE ____ . WHAT CAN I DO?"

STUDENTS MUST GO TO A VARIETY OF SOURCES OF OCCUPATIONAL INFORMATION TO DISCOVER SOME ANSWERS ABOUT THEIR INTERESTS.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- bulletin board display relating subject area to occupations of math, art, etc.
- Book: Occupational Outlook Handbook (U.S. Department of Labor)
- encyclopedias
- list of resource persons for students to talk to
- MOIS

USE WITH

large group
individual

METHOD

lecture
discussion
individual study

PROCEDURES

"I LIKE _____. WHAT CAN I DO?"

Day One

- Present bulletin board relating subject area to occupations. Allow discussion time.
- Brainstorm list of sources of information concerning occupations, and record on board. The list should include:

Community people
Teachers
Parents
Encyclopedia

Library
Counselors
MOIS
Occupational Outlook Handbook

Day Two

- Allow one week for students to complete worksheets; students can use parents, other teachers and community people as resources.
- Discuss which information sources were most helpful and why.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify several factors which may affect the successful completion of a job (home, school, community or part-time employment).

NO. II-6.5-6-01

ACTIVITY

"RAIN OR SHINE"

THE WEATHER IS JUST ONE FACTOR STUDENTS MIGHT SUGGEST IN A LIST OF ITEMS THAT AFFECT THE COMPLETION OF HOME, SCHOOL OR COMMUNITY TASKS.

INFUSION AREAS

Social Science
(work habits)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- career-related film or filmstrip: e.g. "Alone in My Lobster Boat" (Xerox, 1972); "What Ecologists Do" (Cantron, 1971)
- chalkboard
- film projector and screen

USE WITH

large group

METHOD

large group

PROCEDURES

"RAIN OR SHINE"

- Show a movie about a person in a working situation.
- After viewing, students contribute answers to the question, "Name the various factors that helped the person in the film complete his/her job successfully." E.g. skills, time, interest, rewards, approval, weather, etc.
- Make a list of all the factors suggested.
- A group discussion could follow led by various questions such as:
 1. Can you think of other jobs which are influenced by any of these factors?
 2. Do you have any of these jobs at school? At home?

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify factors which would be essential to consider when choosing someone for each of several possible assignments.
NO. II-6.5-6-02

ACTIVITY

"THE ESSENTIAL INGREDIENT"

THROUGH AN EXAMINATION OF CLASSROOM TASKS, STUDENTS DISCOVER THE ESSENTIAL "INGREDI-ENTS" REQUIRED OF THE PERSON WHO CAN PERFORM EACH OF THE TASKS.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- materials for lists

INFUSION AREAS

Separate Activity

USE WITH

large group
teams

METHOD

discussion

PROCEDURES

"THE ESSENTIAL INGREDIENT"

- Discuss room responsibilities for students:

Example

Plants - Errands - Boards - Closet - Pencils - Tables - Chairs

- Conduct group discussion of qualities needed to perform each task.
- List qualities needed on board under each task.
- Determine which qualities appear most often.
- Teams then write applications for three tasks saying why they should be chosen for that particular set of tasks.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify work activities which he/she has performed in different settings.

NO. II-6.6-6-01

ACTIVITY

"STUDENTS INCORPORATED!"

THROUGH INTERVIEWS AND INVENTORIES
STUDENTS IDENTIFY VARIOUS ACTIVITIES THEY
HAVE DONE THAT QUALIFY AS WORK!

INFUSION AREAS

Language Arts
(interviews)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- chart paper
- board

USE WITH

large group
small group
teams

METHOD

discussion
interviewing
group work

PROCEDURES

"STUDENTS INCORPORATED!"

- In large group, students discuss different types of work and their ideas and feelings about work.
- In teams, students interview classmates about types of work (chores, helping tasks) they do in school, at home, and in the community.
- Students may interview neighbor, parents, friends, to determine what adults think students should do regarding young people's work responsibilities.
- Students make chart of work opportunities and responsibilities at school, at home, and in the community available to youngsters their age. This can be done in groups of five-seven.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Indicate a variety of kinds of work-related experiences he/she would like to try.

NO. II-6.6-6-02

ACTIVITY

"MYSTERY MURALS"

SMALL GROUPS LIST JOBS THEY WOULD LIKE TO TRY AND DEPICT THE WORKING BACKGROUND OF THOSE JOBS ON A MURAL. OTHERS GUESS WHAT JOBS THEY HAVE LISTED AND THEN EVERYONE DRAWS IN THE MYSTERY WORKERS.

INFUSION AREAS

Language Arts
(drama)

Art
(murals - Multi-media)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- materials for murals: paper, paint, paste, catalogs, newspapers, magazines, crayons, markers

USE WITH

large group
teams

METHOD

discussion
role playing
group work

PROCEDURES

"MYSTERY MURALS"

- Small groups each make a list of jobs they would like to do.
- They decide what should be in the background of the murals to show people doing the jobs on their lists.
- Groups paint the background of the murals.
- Groups guess each other's job lists by looking at the murals.
- Students draw the workers in or look through magazines, etc. and cut out pictures of people dressed to do the job.
- Each group shows and discusses their mural.

Variation

- Act out jobs before the class.
After the job is guessed, explain each procedure and tell what it related to on the job.
- Student teams think of a job they would like to try and make a simple puppet representing that occupation (using their fist, markers, and yarn for hair; a paper bag or popsicle stick puppet).
- Each team makes up some lines for their puppet and puts on a performance for the class.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Produce an inventory of the roles of various members of his/her family.

NO. II-8.2-6-01

ACTIVITY

"WHO'S WHO AT OUR HOUSE!"

AFTER PRODUCING A LIST OF FAMILY ROLES, STUDENTS EACH DRAW THEIR OWN FAMILY AND ASSIGN EACH FAMILY MEMBER A VARIETY OF ROLES.

INFUSION AREAS

Art
(drawing people)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- large drawing paper, crayons/markers

USE WITH

large group
individual

METHOD

discussion
individual study

PROCEDURES

"WHO'S WHO AT OUR HOUSE!"

- With the total group list all roles (cook, breadwinner, baby-sitter, housekeeper, gardner, etc.) possible within any family unit. Define each role.
- Each student then draws individual pictures of each member of his/her household. Below each picture the student lists the various roles each family member has.
- The posters are displayed around the room and discussed; "Who usually is the cook? In how many families do both parents share household duties?" are some questions that might be asked.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify the effects of some internal factors on family role (e.g. age, occupation, family constellation).

NO. II-8.2-6-02

ACTIVITY

"ONCE UPON A FAMILY"

A FAMILY SURVEY BY EACH STUDENT POINTS OUT MANY FACTORS THAT AFFECT FAMILY ROLES.

INFUSION AREAS

Social Studies
(roles)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a survey list

USE WITH

large group

METHOD

lecture
discussion
individual

PROCEDURES

"ONCE UPON A FAMILY"

- This activity is a survey of changing conditions and roles in a student's family since he/she began school.
- Explain survey list to students.
- Students complete survey at home and return it to school for compiling and discussing.
- Survey: Since you've started school -
 1. How many times have you moved?
 2. How many sisters or brothers have been born?
 3. Have any brothers or sisters moved out?
 4. Has Dad changed jobs?
 5. Has Mother changed jobs?
 6. List any other important changes that have happened.
- Students bring survey back. Have a discussion about how the surveyed events changed the students' roles at home.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify the effects of some external factors on family role (geography, peer expectations, etc.).

NO. II-8.2-6-03

ACTIVITY

"PLEASED TO MEET YOU"

BECOMING ACQUAINTED WITH THE BUSHMAN NAMED GA, STUDENTS EXAMINE HOW LIFE ROLES REFLECT WHERE PEOPLE LIVE.

INFUSION AREAS

Social Studies
(roles)
(geography)
(cultures)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- pictures of Bushmen from Holt Databank or "National Geographic"
- Record: "An Invitation from Ga" from Holt Databank
- record player
- Book: Inquiring About Cultures by R. C. Owen (Holt, Rinehart and Winston)

USE WITH

large group
small group

METHOD

lecture
discussion
group work
media - recording

PROCEDURES

"PLEASED TO MEET YOU"

- Read together the textbook An Invitation from Ga, pp. 38-47 and study the pictures.
- The class should note the sharp digging stick with which the mother spears a melon deep in the ground.
- Point out the young boy who is going on the hunt with the men, p. 41.
- Have the students note the partially made skerm behind the woman making the ostrich-egg omelet, p. 46.
- Ask the class to list the food resources of the desert and what effect the meager supply of food has on the Bushman family.
- As you read, pause to discuss the hardships of a long hunt, Bushman ingenuity in the use of ostrich eggshells, attitudes toward possessions, and the dependence upon trade for certain items such as iron cooking pots.
- Play the recording, "An Invitation from Ga."
- Tell the students that soon they will have the chance to become acquainted with Ga, his sister Dika, and their people. Ga is slightly older than a fourth grader. Students should listen for the things he must want and do to survive in the desert.
- After the recording, ask students whether Ga knows very many things. Is he clever and resourceful? In what ways?

NOTE: This lesson can be adapted very successfully to any article that studies a culture similar to this one, such as the "National Geographic."

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify the effects of some external factors on family role (geography, peer expectations, etc.).

NO. II-8.2-6-03

ACTIVITY

"FAMILY SHAPERS"

WHY DO WE LIVE WHERE WE LIVE? WHY DO WE DO WHAT WE DO? WHY DO WE PLAY THE WAY WE PLAY? ANSWERS TO THESE AND SIMILAR QUESTIONS ILLUSTRATE TO STUDENTS THE EFFECTS EXTERNAL FACTORS HAVE ON FAMILY ROLES?

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- none

INFUSION AREAS

Social Studies
(roles)

USE WITH

large group

METHOD

discussion

PROCEDURES

"FAMILY SHAPERS"

- Discuss what a role is.
- Students describe their own roles within their families.
- Discuss how their role in the family compares to roles of other members in the family -
 - a. younger children not in school
 - b. new baby
 - c. mother working
 - d. father working second shift
- Discuss what common family changes occur when one or all of the above items are present.
- Then, make a class inventory of some of the outside factors that affect the family role.
 - a. Geography - Do you live where you live because it is close to where your parents work? etc.
 - b. Peer Expectation - Do you do what you do because it is what is expected of you by your peers? etc.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify the effect of various factors on school citizen roles, given a list of factors (school size, grades present, presence of student government opportunities, student traits and abilities, etc.).

NO. II-9.2-6-01

ACTIVITY

"LUNCHROOM LABORATORY"

THE SCHOOL LUNCHROOM BECOMES THE SITE FOR AN EXPERIMENT IN IDENTIFYING SCHOOL CITIZEN ROLES.

INFUSION AREAS

Social Studies
(school citizenship)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- questions needed to stimulate discussion.
"Citizenship in Lunch Line"

USE WITH

large group

METHOD

lecture
discussion
observation

PROCEDURES

"LUNCHROOM LABORATORY"

- On the Monday of the week, hold a class discussion, initiated and facilitated by teacher; students contribute ideas and experience.
- Ask students to describe/role-play the behavior they see in the lunchroom.
- Ask what the behavior should be in the lunchrooms (list responses on board and discuss).
- Ask what the students consider their personal responsibility to be to improve behavior in the lunchroom. Give students the opportunity to express their opinions.
- Teacher and students summarize.
- On Friday, hold an open discussion: "Was there any change in student behavior during the week? Why or why not? Did students do anything to bring about change?"

NOTE:

- Consider influential factors listed in the objective of this plan in carrying out this activity.

CAREER AWARENESS & EXPLORATION

OBJECTIVE

Identify "rights" and "responsibilities" of the citizens of various communities (school, neighborhood, town, country).

NO. II-9.2-6-02

ACTIVITY

"A PANEL OF PROS"

FOUR COMMUNITY MEMBERS DISCUSS WITH THE CLASS THE RIGHTS AND RESPONSIBILITIES OF CITIZENS - AS MEMBERS OF A SCHOOL, NEIGHBORHOOD, TOWN, OR COUNTRY.

INFUSION AREAS

Social Studies
(government)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- contacting four members from the community who can lead a panel discussion on the rights and responsibilities of citizens in the community

USE WITH

large group
small group

METHOD

lecture
discussion

PROCEDURES

"A PANEL OF PROS"

- Contact four citizens in the community, especially those who are in contact with various segments of the community, and ask them to lead a discussion of rights and responsibilities (e.g. mayor, city commissioner, etc.).
- The day before the discussion, pick one student who will introduce panel members; have students prepare questions for the panel regarding rights and responsibilities of the citizens.
- Each panel member gives viewpoints, and students ask questions and give opinions.
- The following day, compare and contrast the different viewpoints discussed.
- Students write a brief summary of their opinions resulting from the panel discussion.

DECISION MAKING

OBJECTIVE

Identify decisions others generally make for him/her.

NO. III-10.1-6-01

ACTIVITY

IT'S UP TO YOU . . . !"

FACED WITH A LIST OF COMMON DECISION-MAKING SITUATIONS, STUDENTS CHOOSE WHO MAKES THE DECISION FOR THEM. ALSO DISCUSSED ARE DECISIONS OVER WHICH STUDENTS HAVE NO CONTROL.

INFUSION AREAS

Health Education
(personal habits)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- examples of decisions to help generate student ideas

USE WITH

large group

METHOD

lecture

discussion

PROCEDURES

"IT'S UP TO YOU . . . !"

- Students and teacher generate list of common decisions involving students, and identify who makes the decision.

Example

	I DO	MOM/ DAD	SOMEONE ELSE	COMBINA- TION
What they wear				
Who their friends can be				
Time to get in at night				
If they can go out at night				
If they are given an allowance or must earn it				
How they spend their money				
How they spend their free time				

- Discuss situations involving decisions over which students have no control. E.g. Where they live
Where they go to school
Job situations other than their own
- Identify groups who make decisions which affect them.
E.g. School Board
City Commissions
Government
- What conclusions do students come to regarding personal decisions and decisions made by others?

DECISION MAKING

OBJECTIVE

Identify several situations or events in his/her life involving personal decision-making.

NO. III-10.1-6.02

ACTIVITY

"CLASS CLOTHESLINE"

A CLOTHESLINE SERVES AS A CLASS TIMELINE TO ILLUSTRATE EVENTS IN THE STUDENTS' LIVES THAT INVOLVED PERSONAL DECISION-MAKING.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a list of decisions which students might make or have made for them
- clothesline, clothespins
- 3 x 5 cards

USE WITH

large group
small group

METHOD

discussion
individual study

PROCEDURES

"CLASS CLOTHESLINE"

- Class constructs a time line of important decisions made in their lives to date, as follows:
- String a clothesline across the room with markings or indicators for years.
- Give five 3 x 5 cards to each student.
- Students write down five decisions they have made or that have been made for them. Stress that the decisions should have been such that they had an impact or influence on the students' lives.
- The year the decision was made should be indicated on the card. If the students are not sure, they should ask at home. (Or, the assignment could be given in such a way that it is a collaborative effort between student and parent.)
- Students place decisions on the time line to indicate when the decisions were made.
- Discuss what events/decisions were common to most of the class and if there were years that appeared to be rather crucial in regard to decisions that were made.

DECISION MAKING

OBJECTIVE

Identify a responsibility resulting from a decision he/she has made.

NO. III-10.1-6-03

ACTIVITY

"IT'S A BIG WORLD!"

MAKING A DECISION OFTEN MEANS ASSUMING A RESPONSIBILITY. EXAMINING SOME DECISION THEY MADE DURING THE WEEK, STUDENTS ANSWER QUESTIONS ABOUT THE RESPONSIBILITIES THAT RESULTED FROM THEIR CHOICES.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- examples of decisions

USE WITH

large group

individual

METHOD

discussion

individual study

PROCEDURES

"IT'S A BIG WORLD!"

- Students are not always aware that they constantly make decisions and that every decision, once made, has a result. During this exercise, students will become more aware of decisions they make.
- Students list 10 decisions they made in the past week. Beside each one, they list the result of that decision. (They might need some help.)

Example

DECISION

RESULT

Joan decided not to eat breakfast.

She got hungry.

Eric decided not to practice.

His lesson went poorly.

Andy decided to help his Mom make cookies instead of playing outside.

He had fun with Mom and got to lick the bowl.

- Have students select one decision that resulted in their having some responsibility.

Example

Kevin decided to spend his birthday money on a gerbil.

He had to take care of it, feed it, keep its area clean.

- Ask students, having lived with their decision,
 - a. How are they accepting the responsibility?
 - b. Would they make the same decision again?
 - c. If not, what would they change and why?

DECISION MAKING

OBJECTIVE

Give present examples of attempts to influence him/her in his/her decision-making (e.g. media advertising, peer pressure, etc.).

NO. III-10.2-6-01

ACTIVITY

"THE BIG 'M'"

MEDIA ADVERTISING SERVES AS THE EXAMPLE TO SHOW STUDENTS HOW THEIR DECISION-MAKING IS INFLUENCED.

INFUSION AREAS

Language Arts
(mass media)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- log sheets

USE WITH

large group
individual

METHOD

discussion
group work
individual study
media viewing

PROCEDURES

"THE BIG 'M'"

- Students will log commercials viewed for a specified time period and respond to questions regarding what influences their decision-making.
- Students report on each commercial they view during a one-half to one-hour time period, using a log sheet containing the following items:
 - a. What is the product?
 - b. Who is advertising?
 - c. Who is the intended audience?
 - d. Is it appealing to you?
 - e. Does the commercial tend to stereotype people? (Women always do the housework.)
 - f. What time of day was commercial shown?
 - g. Was there fast music? slow music? music with a heavy beat?
 - h. Would you or any member of your family buy this product? Why?
 - i. Is someone famous doing the commercial? Does it make it more believable?
- In small groups, students discuss the commercials that influenced them the most and why.
- Discuss the "truth in advertising" code.
- In small groups, teams, or individuals, students prepare commercials.
- Students have the option of presenting commercials to class.

DECISION MAKING

OBJECTIVE

Recognize factors within the person and factors within the situation which influence given decision-making situations.

NO. III-10.2-6-02

ACTIVITY

"THIS IS ME!"

STUDENT PAIRS OR GROUPS REACT TO OPEN-ENDED DECISION-MAKING SITUATIONS AND DISCUSS VARIOUS FACTORS WHICH INFLUENCE THE DECISION-MAKING PROCESS.

INFUSION AREAS

Language Arts
(conflict analysis)
(expository writing)

WORKSHEETS/HANDOUTS ATTACHED? YES

MATERIALS/PREPARATION:

- statements that describe open-ended situations (attached)

USE WITH

large groups
small groups

METHOD

discussion
role play
individual study

PROCEDURES

"THIS IS ME!"

- Select open-ended statements for class use.
- Discuss nature of decision-making with class, with emphasis on the factors which influence our decisions, and on the importance of being aware of those factors.
- Divide class into pairs, trios or quartets, encouraging students to sit with students they do not know very well.
- Distribute statements; ask students to respond to the statement and to state their reasons for responding that way.
- Encourage discussion among groups so students will see other influencing factors.
- Students may wish to role-play some of the situations.
- Students write or verbalize what they learned about making decisions.

STUDENT ACTIVITY WORKSHEET

"THIS IS ME!"

1. If I could pick a job for the future,
 - a. I would be happy to be . . . (why)
 - b. I would not want to be . . . (why not)
2. Sometimes I am asked to help around the house.
 - a. I feel fine about helping when . . . (why)
 - b. It bothers me when . . . (why)
3. Suppose I were put in charge of my class for one day.
 - a. I would like it if . . . (why)
 - b. I would hate it if . . . (why not)
4. Suppose I heard that a person stole something from a store.
 - a. I might feel OK about that person if . . . (why)
 - b. I would not feel OK if . . . (why not)
5. Suppose this were the last day of the earth.
 - a. I would want to . . . (why)
 - b. I would not . . . (why not)
6. Let's say I got yelled at.
 - a. It would bother me if . . . (why)
 - b. It would not bother me so much if . . . (why not)
7. When my family plans to do something together,
 - a. I really get excited if . . . (why)
 - b. I do not like it if . . . (why not)
8. If a neighbor got mad at me for running across the lawn,
 - a. It would not worry me if . . . (why)
 - b. I would feel bad if . . . (why)
9. If I could make a new school rule,
 - a. I would forbid . . . (why)
 - b. I would require . . . (why)
10. Let's say I heard someone tell a story about me that was not true.
 - a. I would like to be able to . . . (why)
 - b. I would not want to . . . (why not)

DECISION MAKING

OBJECTIVE

Identify several resources he/she can use to accomplish a specific home or school task.

NO. III-11.1-6-01

ACTIVITY

"WHERE'S PATRICK?"

AN AT-HOME SCENARIO POSES A PROBLEM FOR STEVE, PATRICK'S OLDER BROTHER. TO COMPLETE THE SCENE, STUDENTS MUST THINK OF SOURCES OF HELP TO SOLVE STEVE'S PROBLEM.

INFUSION AREAS

Language Arts
(story writing)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- cards of lists of scenarios
- phone books

USE WITH

individual

METHOD

individual study

PROCEDURES

"WHERE'S PATRICK?"

- Given a hypothetical situation, students identify appropriate resources.
- Students fill in work sheets such as the following:

Example of Scenario

Steve is home watching TV, babysitting his young brother while their parents are grocery shopping. Steve realizes that he has not seen the two-year old, Patrick, for some time. He searches for him and can't find him. He calls his neighbor. (Give your neighbor's name and phone number) _____

_____. The neighbor is not home, so Steve decides to call the police. The number for the police is _____. The police indicate their cars are all tied up, but will send help as soon as possible.

What are three other sources of help for Steve?

- How does the story end? Students complete the story on how Steve solved the problem.

DECISION MAKING

OBJECTIVE

Suggest alternative ways he/she could budget the use of a given weekly allowance.

NO. III-11.1-6-02

ACTIVITY

"BUDGET BATTLES"

GIVEN A SET DOLLAR AMOUNT STUDENTS WRITE THREE DIFFERENT BUDGETS TO SHOW THERE'S MORE THAN ONE WAY TO BATTLE A BUDGET.

INFUSION AREAS

Mathematics
(budgets)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- none

USE WITH

large group
individual

METHOD

discussion
individual study

PROCEDURES

"BUDGET BATTLES"

- Class decides on a total budget figure for the week, based on weekly allowances, earnings, etc.
- Each student writes three plans of how he/she could spend that amount of money.

Example

- a. A budget written during the first week of school
- b. A budget written three weeks before Christmas
- c. A budget written during summer vacation

DECISION MAKING

OBJECTIVE

Identify decisions that he/she has made recently at home.

NO. III-11.3-6-02

ACTIVITY

"FOR THE RECORD"

STUDENTS REFER TO THEIR INDIVIDUAL DECISION LOG TO CHOOSE ONE DECISION THEY MADE DURING ONE WEEK. THEY WRITE PARAGRAPHS GIVING THE CIRCUMSTANCES SURROUNDING THAT DECISION.

INFUSION AREAS

Language Arts
(paragraphs)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- paper, pencils

USE WITH

large group

individual

METHOD

individual study

discussion

PROCEDURES

"FOR THE RECORD"

NOTE: This activity should be preceded by one or more other activities in decision-making.

- Review decision-making process (identify choices, relate consequences, etc.).
- In a large-group discussion, students identify situations at home in which they make decisions.
- Each student keeps a written record for one week of activities he/she has done at home, making a checkmark by each one that has involved his/her making a decision.
- At the end of the week, each student writes a paragraph telling about one of his/her decisions, how he/she made it, and why he/she made that particular decision.

DECISION MAKING

OBJECTIVE

Report systematically the steps actually taken to solve a personal problem involving a decision.

NO. III-11.3-6-03

ACTIVITY

"WHICH WAY TO GO"

FACED WITH A SITUATION IN WHICH THEY MUST MAKE INDIVIDUAL CHOICES, STUDENTS SUGGEST CHOICES AND CONSEQUENCES FOR EACH TO HELP THEM REACH A PERSONAL DECISION.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- worksheets of decision-making situations

USE WITH

large group

individual

small group

METHOD

discussion

role playing

simulation

individual study

PROCEDURES

"WHICH WAY TO GO?"

- Students receive either orally or in written form a situation involving decision-making.

Example

A substitute teacher is in the classroom. Many students want to band together to make things rough for him/her by dropping books, throwing spitballs, changing seats, passing notes, etc. Should Jim throw them? He is trying to decide what to do.

- Presentation of the situation should be preceded or followed by a discussion of the relationship between actions and consequences.
- Students list, individually, the ways in which a person might respond to the given situation(s) and the consequences likely to result from each response.
- The writing exercise should be followed by a large or small-group discussion.

Variation

- Some of the situations could be role-played.

DECISION MAKING

OBJECTIVE

Outline a plan for accomplishing a personal goal for the day.

NO. III-11.4-6-01

ACTIVITY

"GOAL FOR A DAY"

BEGINNING WITH A SELF-PORTRAIT, EACH STUDENT ASKS QUESTIONS ABOUT HIM/HERSELF. THESE LEAD TO A GOAL FOR A DAY AND A PLAN TO ACHIEVE THAT GOAL.

INFUSION AREAS

Language Arts
(paragraphs)

Art
(self portraits)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- paper, pencils, crayons

USE WITH

large group

individual

METHOD

discussion

individual study

PROCEDURES

"GOAL FOR A DAY"

- Students draw self-portraits and ask themselves: "How do I see myself? What traits or skills do I have that I like? What traits or skills would I like to develop?"
- Students write the answers to the questions after they have completed the drawing.
- They choose one trait or skill that they would like to develop and then choose as a goal one thing that they can do that day that would lead toward developing that trait or skill.
- Students can write the trait/skill and their goal under their self-portrait.
- On the reverse side of their pictures, the class makes an outline of things they can do to reach their "goal for the day."

DECISION MAKING

OBJECTIVE

Outline a plan for accomplishing a personal goal for the next school year.

NO. III-11.4-6-03

ACTIVITY

"I SEE IN MY CRYSTAL BALL"

STUDENT AUTOBIOGRAPHIES THAT LOOK TO THE FUTURE INCLUDE A SPECIAL GOAL AND PERSONAL PLANS TO ACHIEVE THAT GOAL IN THE YEAR AHEAD.

INFUSION AREAS

Language Arts
(story writing)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- writing materials

USE WITH

large group
individual

METHOD

discussion
individual study

PROCEDURES

"I SEE IN MY CRYSTAL BALL"

- Students identify a goal of the future (week, month, year) relating to school or home.
- Discuss what a biography is.
- Students then project the attainment of their chosen goal and write or tell an autobiographical story of the year ahead of them which includes the plan that helped them achieve that goal.

DECISION MAKING

OBJECTIVE

Identify the factor(s) that may prevent the completion of a given plan of action to accomplish a stated goal.

NO. III-11.4-6-04

ACTIVITY

"FLEXIBILITY - A SMART MOVE"

A COMBINATION OF FAMOUS BIOGRAPHIES AND THEIR OWN AUTOBIOGRAPHIES SHOWS STUDENTS WHY MULTIPLE GOALS ARE A GOOD IDEA.

INFUSION AREAS

Language Arts
(autobiographies)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- appropriate biographies (see activities)

USE WITH

individual

METHOD

discussion

individual study

PROCEDURES

"FLEXIBILITY - A SMART MOVE"

- Students read biographies of people whose interests were varied (Da Vinci, Franklin, Edison, etc.) and/or of people who had to alter their plans and/or goals (athletes who became crippled, etc.).
- They then (a) give two reasons why people form multiple career goals, and
(b) identify how formulating alternative goals can enhance a person's flexibility.
- Students write a simple autobiography, emphasizing their present goals. They should include factors that could interfere with each plan of action, thereby preventing them from reaching their stated goals.

DECISION MAKING

OBJECTIVE

Select preferred educational sources for learning new skills and tell why he/she chose them.

NO. III-12.1-6-01

ACTIVITY

"UP A TREE"

AN IMAGINARY DILEMMA LEADS STUDENTS ON A HUNT FOR SOURCES THAT CAN HELP THEM FIND A SOLUTION.

INFUSION AREAS

Language Arts
(paragraphs)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a list of situations needing a solution
- slips of paper with one skill written on each
- directories, newspapers, bulletins

USE WITH

large group
individual

METHOD

discussion
individual study

PROCEDURES

"UP A TREE"

- Read to the class a hypothetical situation such as the following:

"I want to build a tree house but I have never done any carpentry. Neither Mom nor Dad will be available to show me how to build my tree house. How could I learn what I need to know?"
- The class develops, orally, a list of possible ways the person in the story might learn some carpentry. (Watch for automatic assignment of the word "he" when talking about that person!)
- Then, each student pulls out of a box a slip of paper with a skill written on it.
- Each develops the most extensive list possible of ways to learn that skill. From the lists, students identify two skills each would choose.
- Students write a paragraph telling what the chosen sources are and why they chose them.
- Emphasize to the students that they should expand their thinking and searching beyond the obvious.

DECISION MAKING

OBJECTIVE

List personal characteristics which make him/her a good worker, citizen, friend, athlete, family member, etc.

NO. III-12.2-6-01

ACTIVITY

"PARTNERS IN PUZZLES"

PARTNERS DEVELOP AN ACROSTIC THAT DESCRIBES PERSONAL CHARACTERISTICS OF A GOOD WORKER, FRIEND, CITIZEN, ETC.

INFUSION AREAS

Language Arts
(vocabulary)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- life-role lecturette
- sample acrostics
- Thesaurus
- chalkboard, newsprint

USE WITH

large group
individual

METHOD

lecture
discussion
group work
individual study

PROCEDURES

"PARTNERS IN PUZZLES"

- Present the life-role concept to the class with discussion of characteristics of what describes a "good" worker, friend, family member, etc.
- Introduce or review acrostics with students. Together on the board or on newsprint construct a sample acrostic, using words or phrases which describe or give characteristics of the selected word.

Example

Willing to learn
 Orders to be followed
 Respect for employer
 Kindness to others
 Enthusiasm for the task
 Ready to do what needs to be done

- Individually, or with a partner, students develop one or more acrostics.
- Acrostics may be displayed in a class booklet or on a bulletin board. A selection could be submitted for publication in the school newsletter.

DECISION MAKING

OBJECTIVE

List characteristics of a good worker, citizen, friend, athlete, family, etc. which he/she would like to acquire.

NO. III-12.2-6-02

ACTIVITY

"CATEGORIES AND CHARACTERISTICS"

IN AN ON-GOING PROJECT, STUDENTS READ BIOGRAPHIES, KEEPING A LOG OF ADMIRABLE PERSONAL CHARACTERISTICS THEY DISCOVER IN THEIR READING. LATER, STUDENTS CHECK OFF WHICH OF THESE CHARACTERISTICS THEY WOULD LIKE TO ACQUIRE.

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- list of biographies

INFUSION AREAS

Language Arts
(reading)

USE WITH

individual

METHOD

individual study

PROCEDURES

"CATEGORIES AND CHARACTERISTICS"

- Give students a list of biographies which apply to at least one of these categories: worker, citizen, friend, athlete, family member, etc.
- As students read a book from this list they keep a journal listing those characteristics which they admire in the people they are reading about.
- After the lists are complete, students indicate with a checkmark those characteristics which they would like to acquire and develop. These should then be listed in another place for future reference and work in goal setting.
- Students should be encouraged to read from a variety of categories and not restrict their reading to one type.

NOTE: This assignment is on-going, with the length of time to be determined by the teacher.

DECISION MAKING

OBJECTIVE

Match a list of leisure activities with personal qualities needed for each.

NO. III-12.2-6-03

ACTIVITY

"WHAT MAKES LEISURE FUN?"

THE CLASS CREATES A LIST OF LEISURE ACTIVITIES. SMALL GROUPS THEN IDENTIFY CHARACTERISTICS AND QUALITIES THAT ARE NEEDED FOR EACH ACTIVITY.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- material on leisure time
- chalkboard, chalk

Optional:

- invitation to senior citizens to speak to class

USE WITH

large group
small group

METHOD

lecture
discussion
group work

PROCEDURES

"WHAT MAKES LEISURE FUN?"

- Define with class the terms leisure and leisure time. Write definitions on chalkboard.
- Students generate a list of leisure activities they are aware that people do. (The list should not be limited to what the students like to do.)
- In small groups, identify characteristics and qualities needed for specific leisure-time activities.
- If time permits, ask a senior citizen to be a resource person to help the class understand the changes in leisure time because of advanced technology, and that what might be a current leisure time activity used to be a means of making a living or surviving. The resource person may share his/her craft with the class.

PLANNING & PLACEMENT

OBJECTIVE

List several occupational areas and indicate their compatibility with some of his/her personal characteristics (e.g. interests).

NO. IV-13.1-6-01

ACTIVITY

"THIS TREE AND ME"

THE CLASS BUILDS AN OCCUPATION TREE WHICH SERVES AS A DISCUSSION POINT FOR EXAMINING THEIR OWN PERSONAL CHARACTERISTICS IN TERMS OF COMPATIBILITY WITH THE TREE'S OCCUPATIONS.

INFUSION AREAS

Social Studies
(work)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- chalkboard, chalk
- dittos/paper
- bulletin board for class tree

USE WITH

large group
individual

METHOD

discussion
individual study

PROCEDURES

"THIS TREE AND ME"

- Hold class discussion regarding parents' occupations.
- Determine with the class the information needed for job descriptions.
- Develop a questionnaire with students.
- Students interview parents regarding their jobs and the characteristics needed and/or possessed for that job.
- Students compare and contrast personal characteristics with those of their parents, being encouraged to be objective.
- Students determine if their characteristics are compatible with those of their parents in relation to what is needed for a particular occupation.
- Students will construct a class occupational tree listing the occupations of parents.

PLANNING & PLACEMENT

OBJECTIVE

Describe the experiences, skills, temperaments, and physical characteristics generally required for his/her preferred leisure activities.

NO. IV-13.2-6-01

ACTIVITY

"A COLLAGE OF FUN"

INDIVIDUAL COLLAGES DEPICT EACH STUDENT'S LEISURE ACTIVITIES.

INFUSION AREAS

Art
(collage)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- magazines
- paste/tape
- tagboard
- art supplies

USE WITH

large group
individual

METHOD

individual study

PROCEDURES

"A COLLAGE OF FUN"

- Students create a collage which describes preferred leisure activities graphically, being encouraged to be as creative and innovative as they can. They may bring in graphics from home if they are unable to find what they need in materials provided.
- Students explain their collages to the class.
- Collages will be displayed in the room or hallway.

PLANNING & PLACEMENT

OBJECTIVE

Assess the extent to which he/she currently possesses the experiences, skills, temperaments, and physical characteristics generally required for his/her preferred leisure activities.

NO. IV-13.3-6-01

ACTIVITY

"CARNIVAL CLUES"

IN PLAYING SEVERAL 'CARNIVAL' GAMES STUDENTS ASSESS THEIR ABILITIES IN A VARIETY OF TASKS AND RELATE THOSE ABILITIES OR SKILLS TO THEIR LEISURE-TIME ACTIVITIES.

INFUSION AREAS

Physical Education

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- consultation with physical education instructor
- arrangements for use of gym, equipment
- arrangements for utilizing high school physical education students as helpers
- score sheets

USE WITH

large group
individual

METHOD

motor skills assessment of individual

PROCEDURES

"CARNIVAL CLUES"

- Using the gym or multi-purpose room, the class experiences a type of stress test with numerous stations at which they determine their skill levels.
- Consult with a physical education teacher for recommendations, keeping in mind that this is NOT a physical fitness test, and determine the appropriate number of stations.
- High school student helpers should be available for each station for timing, spotting, and help with scoring.
- Develop skill stations using available materials and equipment.
- Develop score sheets with time, score, or point value, and related leisure activities listed:

Students must identify at least one leisure time activity which is similar to or requires the skill of that station.

Students will also assess current ability in each activity and indicate whether or not they would like to develop that skill.

Sample Station Activities

1. Superfection Game - manual dexterity
2. Bonnie Pruden's Physical Fitness Record - endurance
3. Simulated Bowling
4. Bean Bag Toss
5. Hammer/Nail Pounding (x nails x time)
6. Thread the Needle (x time)
7. Free Throw Competition
8. Skateboard/Roller Skate Obstacle Course
9. Peel the Potato (x time x one skin)
10. Ring the Bell
11. Card Shuffle
12. Rope/Ladder Climb
13. Pee Gee Golf Ball Putting

NOTE: Try to establish a carnival atmosphere.

PLANNING & PLACEMENT

OBJECTIVE

List activities he/she would like to learn to do and assess how difficult learning each will be.

NO. IV-13.3-6-02

ACTIVITY

"ONE WAY TO FIND OUT"

GIVEN A LIST OF ACTIVITIES, STUDENTS SELECT THREE, ESTIMATE THE DIFFICULTY OF LEARNING THOSE ACTIVITIES, AND THEN RESEARCH ONE OF THEM.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- resource books
- a list of activities for every class member

USE WITH

large group
individual

METHOD

individual study

PROCEDURES

"ONE WAY TO FIND OUT"

- Discuss a list of activities, clarifying each.
- Students select three activities they would like to learn and state their reasons why.
- Based upon their present knowledge, on a scale of one to 10, students assess the difficulty of learning the selected activities.
- Students select one of the three activities and learn more about it through
 - a. library research
 - b. interview with a person who does that activity
 - c. actual experience in the activity
- After research, students re-evaluate the difficulty of learning the activity, determining the accuracy of their initial estimate.
- Reporting/sharing may be done with class or in groups.

PLANNING & PLACEMENT

OBJECTIVE

Suggest a tentative plan for trying out activities related to his/her preferred interest areas.

NO. IV-13.4-6-01

ACTIVITY

"TRY IT ON FOR SIZE"

AFTER REVIEWING A VARIETY OF COMMUNITY EDUCATIONAL OPPORTUNITIES (SCOUTS, 4-H, CHURCH, ETC.) STUDENTS PLAN A TENTATIVE SCHEDULE OF EXTRA-CURRICULAR ACTIVITIES.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- brochures of information of various community agency educational offerings including community school, the 'Y', church, 4-H, Scouts, etc.

USE WITH

large group

individual

METHOD

discussion

individual study

PROCEDURES

"TRY IT ON FOR SIZE"

- Discuss with the class that there are alternative places for learning opportunities and that the school cannot always provide what the students want to learn. Introduce a variety of community agencies and explain why they exist; distribute brochures or information on current opportunities.
- Students study available material to identify activities of interest to them.
- Each student chooses three activities of interest to them and records the following information:
 - Time and days of activities
 - Location of activities
 - Length of time
 - Cost
 - Items/materials needed
 - Transportation
- If there are conflicts in scheduling or problems with transportation, students will have to select another option.

PLANNING & PLACEMENT

OBJECTIVE

Accurately estimate the approximate length of time required for the attainment of various goals.

NO. IV-13.4-6-02

ACTIVITY

"TOUCHDOWN!"

STUDENTS ESTABLISH SHORT-TERM GOALS AND TRACK THEIR PROGRESS ON A BULLETIN BOARD FOOTBALL FIELD.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- bulletin board decorated as a football field with yard markings and goal posts
- discussion material on goals and goal-setting
- Book: 100 Ways to Enhance Self-Concept in the Classroom by Harold Wells and Jack Banfield (Prentice-Hall)

USE WITH

large group
individual

METHOD

lecture
discussion
individual study

PROCEDURES

"TOUCHDOWN!"

- Introduce goal setting and give examples of long and short-term goals.
- Students practice writing goals.
- The class cuts out small footballs (3 x 5 card is good for making pattern) and writes their names on one side.
- Ask students to identify goal areas as "At Home" or "In School" and indicate this on the football.
- Students write one goal on the other side of their football and indicate their expectations for achievement.
- Place all footballs on the bulletin board at or near the 20-yard line.
- Each day when students arrive in class, they will move the football to the appropriate yard line. When the goal is accomplished, the ball goes over and beyond the goal post.
- Students assess their accuracy in estimating goal implementation.

NOTE: This activity is best suited for the fall of the year. A seasonal alternative would be snowflakes falling in winter, raindrops falling or flowers blooming in spring.

PLANNING & PLACEMENT

OBJECTIVE

Know that school curriculum areas are utilized in several occupations.

NO. IV-14.1-6-01

ACTIVITY

"TAKE A SECOND LOOK"

STUDENTS DISCOVER HOW SCHOOL SUBJECTS ARE USED TO HELP THEM OUTSIDE OF SCHOOL.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- slide-tape equipment
- task sheets for class
- Filmstrip Series: "Education: Who Needs it?" (DFI, Philadelphia, PA)

USE WITH

large group
small group

METHOD

individual study
media viewing

PROCEDURES

"TAKE A SECOND LOOK"

- The purpose of this activity is to help students understand how school subjects are used to help them outside of school.
- Pre-test: Students are asked to indicate three ways they use the subjects Reading, Science, Mathematics, Social Studies, Gym and Health, Art, Language Arts, Music.
- As a class, or in learning centers, students view the filmstrip series, "Education: Who Needs It."
- If supplementary material is used, students should be given ample time to complete tasks. One or two subjects a week is plenty.
- After all subjects and tasks are completed, students should take the same test as a post-test.

Variation

- Students select an occupation, out of a hat or by choice, at the beginning of the week.
- During the week, students record how a person in that occupation needs and uses what is studied in the classroom. If the life-role concept has been studied, students could also identify under each life role how what one studies and learns in the classroom applies to that life role.
- By the week's end, students should have recorded something in essentially all subject areas.

PLANNING & PLACEMENT

OBJECTIVE

Know that skills learned in leisure activities can be utilized in several occupations.

NO. IV-14.1-6-02

ACTIVITY

"IT ALL BEGAN WHEN"

THROUGH A SURVEY OF ADULTS, THE CLASS DETERMINES TO WHAT EXTENT LEISURE TIME PURSUITS LEAD TO OCCUPATION CHOICES.

INFUSION AREAS

Social Studies
(workers)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- none

USE WITH

large group
individual
small group

METHOD

discussion
group work
role playing
interviewing

PROCEDURES

"IT ALL BEGAN WHEN"

- Discuss leisure time interests leading to occupational roles. Use several examples.
- Prepare with the class survey/interview questions to determine whether leisure interests lead to occupational roles.
- Students interview teachers, adults in their world and space, e.g. neighbor, drug store clerk, recreation director, parent.
- If necessary, students conduct mock interviews with each other.
- In small groups, students present results, compile and analyze them.

Optional:

- Results and composite will be shared with those interviewed.

PLANNING & PLACEMENT

OBJECTIVE

Identify appropriate job seeking behavior useful to people his/her age (e.g. for lawn mowing).

NO. IV-14.2-6-01

ACTIVITY

"YOU'RE HIRED!"

CLASS VISITORS HELP STUDENTS DETERMINE BEHAVIORS USEFUL TO THEM WHEN LOOKING FOR A JOB.

INFUSION AREAS

Language Arts
(spelling)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- contacts with resource people
- a spelling list
- chalkboard

USE WITH

large group
individual

METHOD

discussion
role playing
individual study
resource persons

PROCEDURES

"YOU'RE HIRED!"

- Class discusses what they believe to be important behaviors and characteristics when seeking a job.
- From this discussion, develop a vocabulary list. Assign the list for spelling and definition writing.
- Prepare students for visit from resource person.
 E.g. A parent looking for a qualified sitter
 A business person hiring newspaper carriers
- The resource persons present their needs to the students and give an overview of job expectations and responsibilities. (Allow students to ask questions.)
- Interested students may be interviewed by the resource persons in a place apart from the rest of the class.
- If appropriate, the visitors will review the strengths and weaknesses of the interview (not the students) with the class.
- Ask one or more of the students interviewed to re-create the interview for class observation.

Variation

- Students role play interviews in front of the class.

PLANNING & PLACEMENT

OBJECTIVE

Identify specialized resource people in his/her school and community environment who can help him/her implement a plan.

NO. IV-15.1-6-01

ACTIVITY

"THE HUNT IS ON"

STUDENTS MAKE PLANS AND THEN IDENTIFY PERSONS WHO CAN HELP THEM WITH INFORMATION THEY NEED.

INFUSION AREAS

Language Arts
(research skills)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- a list of problem-solving situations
- telephone directories
- school system directories
- community directories
- newspapers

USE WITH

large group
small group
individual

METHOD

discussion
group work
individual study

PROCEDURES

"THE HUNT IS ON"

- Present students with a problem-solving situation and ask them to identify orally as many sources of help in the school and community as they can.
- Divide the class into small groups or teams and give them situations for which they are to develop similar lists of possible sources of help.

Example

A boy is doing a report on trees. Where might he go to get help or ideas? Possible sources of help include the local lumber yard, natural history museum.

- Require students to name five sources of help other than the obvious ones of teacher, parents, librarians.

PLANNING & PLACEMENT

OBJECTIVE

Perform the necessary steps to follow a personally planned activity.

NO. IV-15.2-6-01

ACTIVITY

"ONE STEP AT A TIME"

AFTER CHOOSING AN ACTIVITY FOR THEMSELVES, MEMBERS OF THE CLASS WRITE OUT THE STEPS NECESSARY TO CARRY OUT THE ACTIVITY. TO HELP THEM, THE TEACHER DIRECTS A QUESTION-RAISING SESSION ABOUT AN ELECTRONIC FOOTBALL GAME.

INFUSION AREAS

Science
(problem-solving)

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- paper, pencils

USE WITH

large group
individual

METHOD

discussion
individual study

PROCEDURES

"ONE STEP AT A TIME"

- Students consider a situation in which a person needs a plan for achieving a goal.

Example

A brother and sister want an electronic football game. Their parents tell them they must get it on their own. How might they do this?

- Teacher guides discussion in developing a list of ways youngsters might earn money, "What do people need that you could help them with?"
- Students develop a list of questions such as this one, that should be asked to help them solve their problem, "How will I advertise or let people know? Who might be able to help me by suggesting potential customers, renting me equipment, etc.? What else will I need to do? When will I get started?"
- After the problem is solved, each student identifies a goal that he/she would like to achieve and writes down the questions and answers that constitute the steps necessary to carry out the activity.

PLANNING & PLACEMENT

OBJECTIVE

Use personal reactions to experiences for assessing continued plans in interest areas.

NO. IV-16.2-6-01

ACTIVITY

"PRIVATE THOUGHTS"

IN THIS ON-GOING ACTIVITY, EACH STUDENT KEEPS A LOG OF LEARNING EXPERIENCES AND HIS/HER REACTIONS TO THEM.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- journal format

USE WITH

large group

individual

METHOD

discussion

individual study

PROCEDURES

"PRIVATE THOUGHTS"

- Introduce the journal early in the year, encouraging students to record experiences and to complete open-ended statements such as

I learned . . .

I liked . . .

I didn't like . . .

and indicate if they would like to learn more about a particular thing.

- After every field trip, resource speaker, or Career Education experiential activity (assembly line, hobby day, etc.) give students the opportunity to express their opinions, indicate further interests.
- Sometimes, particularly in science, student interest will take them beyond the basic lesson, e.g. in studying the ear and deafness, students will often want to learn sign and try to communicate with it. Such interests should also be recorded in journals.
- Extra-curricular activities should also be included in the journal.

PLANNING & PLACEMENT

OBJECTIVE

Modify plans for future activities in interest areas using his/her assessment of previous experiences.

NO. IV-17.1-6-01

ACTIVITY

"IT'S IN THE CARDS"

A CARD GAME ENCOURAGES STUDENTS TO THINK OF WAYS TO MODIFY PLANS GIVEN A CHALLENGING SITUATION.

INFUSION AREAS

Separate Activity

WORKSHEETS/HANDOUTS ATTACHED? NO

MATERIALS/PREPARATION:

- cards with situations requiring some modification of plans (see activity)

USE WITH

small group

METHOD

group work

PROCEDURES

"IT'S IN THE CARDS"

- This is a game for groups of three or four. Each person draws a card from the stack and reads it aloud.
- Each card describes a situation in which some modification of plans is required in light of past experience.

Example

Tim dreams of becoming a star in pro hockey. He gets some hockey skates and joins the local junior hockey team. At every game, however, he finds most other players are stronger and faster skaters. He works hard all season and is able to stay on the team but, clearly, he is not one of the better players.

- For each modification of future plans, the game player can suggest, he/she wins one point. If he/she cannot suggest any modification to the plan, the next person draws a situation card. At the end of the game, the person with the most points wins.
- The game-playing should be preceded by a class discussion of several situations and how plans might be modified.

CAREER DEVELOPMENT
GOALS
SUBGOALS
AND
PERFORMANCE OBJECTIVES

CAREER DEVELOPMENT GOALS, SUBGOALS, AND PERFORMANCE OBJECTIVES

The Career Development goals and subgoals listed below were developed by a Task Force of Michigan educators in 1974, and were approved by the State Board of Education in 1975. The performance objectives for these goals and subgoals were developed by teams of career educators under grant agreements with the Washtenaw Intermediate School District and Kentwood Public Schools in 1978.

COMPONENT I. SELF AWARENESS AND ASSESSMENT

Goal 1. Acquisition of information about personal characteristics of self and others.

^{1/}Subgoal 1.1 For the individual to identify his/her strengths and weaknesses in physical, intellectual, and emotional development.

By the end of the third grade, the student will:

Obj. I-1.1-3-01 identify different emotional reactions to a given situation.

Obj. I-1.1-3-02 select from a list of physical and intellectual characteristics those which best describe himself/herself and those which least describe himself/herself.

Obj. *I-1.1-3-03 identify his/her current abilities, given a list of abilities.

By the end of the sixth grade, the student will:

Obj. I-1.1-6-01 identify one personal strength and one personal weakness and tell why he/she considers it a strength or weakness.

*Obj. I-1.1-6-02 select from a list of physical and intellectual characteristics those which best describe himself/herself and those which least describe himself/herself.

^{1/}This subgoal was revised as a result of objections by reviewers to the original statement.

* Assessment items and instructional strategies available

Obj. I-1.1-6-03 rank from the most appropriate to the least appropriate a list of his/her possible emotional reactions to a given situation and explain his/her selection.

Obj. I-1.1-6-04 demonstrate verbal and nonverbal behaviors that an individual may use to express a given emotion.

By the end of the ninth grade, the student will:

Obj. I-1.1-9-01 compile a list of his/her physical, intellectual, and emotional characteristics that contribute to his/her uniqueness.

Obj. I-1.1-9-02 explain how out-of-school experiences can affect his/her intellectual development.

Obj. I-1.1-9-03 list situations when his/her reactions may differ from how he/she really feels.

Obj. I-1.1-9-04 cite examples of how physical and/or emotional feelings can affect his/her ability to perform a task.

Subgoal 1.2 For the individual to recognize similarities and differences between his or her interests and values and those of others.

By the end of the third grade, the student will:

Obj. *I-1.2-3-01 identify those values that are important to him/her, given a list of work values.

Obj. *I-1.2-3-02 identify his/her current high and low interests, given a list of interests.

By the end of the sixth grade, the student will:

Obj. *I-1.2-6-01 identify his/her values and give examples of his/her behaviors which confirm these values.

Obj. *I-1.2-6-02 identify his/her interest areas and give examples

*Assessment items and instructional strategies available

of his/her activities which relate to those interests.

By the end of the ninth grade, the student will:

Obj. *I-1.2-9-01 compare and contrast his/her values and the values of others in a nonjudgmental way.

Obj. *I-1.2-9-02 compare and contrast his/her interests and the interests of others in a nonjudgmental way.

Subgoal 1.3 For the individual to recognize settings and experiences that provide knowledge of self and others.

By the end of the third grade, the student will:

Obj. I-1.3-3-01 identify various life settings, e.g., family, clubs, school, of which he/she is a member.

Obj. I-1.3-3-02 describe an experience in which he/she had success and one in which he/she met failure.

Obj. I-1.3-3-03 predict how another person might feel, given a particular situation.

By the end of the sixth grade, the student will:

Obj. I-1.3-6-01 list sources from which he/she can obtain information about his/her abilities.

Obj. I-1.3-6-02 describe how an experience might have different significance given 2 different settings, (e.g., being criticized publicly/privately).

Obj. I-1.3-6-03 identify a situation in which he/she has gained knowledge about his/her emotional characteristics.

By the end of the ninth grade, the student will:

Obj. I-1.3-9-01 select from a given list personal characteristics which make an individual successful in a stated role.

*Assessment items and instructional strategies available

Obj. I-1.3-9-02 name a person he/she admires and state reasons for choosing this person.

Obj. I-1.3-9-03 compare his/her behavior with that of another person when experiencing the same situation, e.g., failing a test.

Goal 2. Recognition of self development as a life-long process.

Subgoal 2.1 For the individual to recognize that self development is the result of interaction between personal characteristics and his or her environment.

By the end of the third grade, the student will:

Obj. *I-2.1-3-01 identify ways in which people have influenced his/her values and interests, and ways in which he/she has influenced people.

By the end of the sixth grade, the student will:

Obj. *I-2.1-6-01 identify ways in which his/her immediate environments (including people) have influenced his/her values and interests, and ways in which he/she has influenced these environments.

By the end of the ninth grade, the student will:

Obj. *I-2.1-9-01 explain ways in which his/her environment influences his/her values and interests and ways in which he/she influences the environment.

Obj. *I-2.1-9-02 compare the influences of his/her environment on him/her to the influences of other people's environment on them.

Subgoal 2.2 For the individual to establish goals to direct self development.

By the end of the third grade, the student will:

Obj. *I-2.2-3-01 establish an attainable goal, based on self-assess-

*Assessment items and instructional strategies available

ment, that is intended to bring about a new behavior within a short period of time (one month or less).

By the end of the sixth grade, the student will:

Obj. *I-2.2-6-01 establish an attainable goal, based on self-assessment, that is intended to bring about a new behavior within a specified period of time (one semester).

By the end of the ninth grade, the student will:

Obj. *I-2.2-9-01 establish an attainable goal, based on self-assessment, that is intended to bring about a new behavior within a specified period of time (one year).

Subgoal 2.3 For the individual to recognize that change in self-concept can be the result of learning, physical growth, and/or maturation.

By the end of the third grade, the student will:

Obj. *I-2.3-3-01 will indicate how given learning, physical growth, and/or maturation factors have changed his/her self-concept since starting school.

By the end of the sixth grade, the student will:

Obj. *I-2.3-6-01 recognize examples of how learning, physical growth, and maturation have affected self-concept in case studies and in his/her life.

By the end of the ninth grade, the student will:

Obj. *I-2.3-9-01 recognize examples of ways in which changes in self-concept can be brought about by learning, physical growth, and maturation.

Goal 3. Understanding individual and group aspects of behavior.

Subgoal 3.1 For the individual to understand the difference between individual and group roles.

*Assessment items and instructional strategies available

By the end of the third grade, the student will:

- Obj. I-3.1-3-01 identify factors, e.g., cooperation, sharing, listening, which aid a group to function effectively.
- Obj. I-3.1-3-02 list activities which he/she does alone and activities he/she does as a member of a group.
- Obj. I-3.1-3-03 select from a list those feelings that best describe how he/she feels when doing various individual/group activities.

By the end of the sixth grade, the student will:

- Obj. I-3.1-6-01 identify the impact of his/her actions on others in a given situation.
- Obj. I-3.1-6-02 identify the different individual roles, e.g., leader, worker, listener, follower, within a given group.
- Obj. I-3.1-6-03 describe a situation where compromise was used to reach a group goal.
- Obj. I-3.1-6-04 explain how a person shows respect for someone's thinking even though he/she disagrees with it.
- Obj. I-3.1-6-05 describe a situation in which a decision made by a group conflicted with his/her individual beliefs.
- Obj. I-3.1-6-06 describe how different members of a group accept responsibilities in a given situation.

By the end of the ninth grade, the student will:

- Obj. I-3.1-9-01 describe how individual actions may impede the work of the group.
- Obj. I-3.1-9-02 select from a list of skills and attitudes those that an effective group member would likely possess.
- Obj. I-3.1-9-03 analyze factors that influence group membership.
- Obj. I-3.1-9-04 describe situations in which he/she would/would not compromise individual values.
- Obj. I-3.1-9-05 list the contributions of individuals to complete a given task, e.g., school dance.

Obj. I-3.1-9-06 evaluate his/her contribution to a group as a leader and/or member.

Subgoal 3.2 For the individual to recognize the individual and group aspects of life-career roles.

By the end of the third grade, the student will:

Obj. I-3.2-3-01 identify his/her individual tasks in a given group situation, e.g., citizen of a class, family, recess activity.

Obj. I-3.2-3-02 identify activities he/she is able to perform without assistance from someone else.

Obj. I-3.2-3-03 list activities he/she prefers doing with a peer group and activities which he/she prefers doing with adults.

Obj. I-3.2-3-04 explain ways his/her behavior affects the class.

By the end of the sixth grade, the student will:

Obj. I-3.2-6-01 list personal characteristics which may contribute to an individual's effectiveness as a group member.

Obj. I-3.2-6-02 analyze how his/her participation affects the performance of the group.

Obj. I-3.2-6-03 list the groups of which he/she is a member and state reasons for being in each group.

By the end of the ninth grade, the student will:

Obj. I-3.2-9-01 list specific characteristics he/she should develop to qualify for membership in a given group.

Obj. I-3.2-9-02 cite examples of group and individual aspects of occupations in which he/she has an interest.

Subgoal 3.3 For the individual to understand the effect of role expectation on individual behavior.

By the end of the third grade, the student will:

- Obj. I-3.3-3-01 describe the behavior expected of an individual in a given role, e.g., safety patrol, mail carrier, fire fighter.
- Obj. I-3.3-3-02 state a rule that applies to one place and not another.
- Obj. I-3.3-3-03 describe the feelings he/she has when someone else is pleased/disappointed in his/her behavior.
- Obj. I-3.3-3-04 identify ways in which others depend on work he/she does.
- Obj. I-3.3-3-05 identify expectations his/her parents have of himself/herself.
- Obj. I-3.3-3-06 discuss ways he/she is dependent upon the contributions of others.

By the end of the sixth grade, the student will:

- Obj. I-3.3-6-01 state possible outcomes when an individual's behavior does not meet the expectations of others.
- Obj. I-3.3-6-02 describe a situation in which an individual decision was not popular with the group.
- Obj. I-3.3-6-03 describe how he/she feels when someone behaves differently than expected.
- Obj. I-3.3-6-04 discuss a situation in which peer pressure altered his/her opinion and/or action.

By the end of the ninth grade, the student will:

- Obj. I-3.3-9-01 analyze why expectations for behavior may vary from one situation (peers) to another (family).
- Obj. I-3.3-9-02 discuss how conflict might be resolved when an individual's desired life style differs from someone else's expectations.
- Obj. I-3.3-9-03 discuss how conflict between family expectations and personal expectations might be resolved.
- Obj. I-3.3-9-04 describe a situation where being creative may result in success/failure.

Goal 4. The acquisition and application of interpersonal skills.

Subgoal 4.1 For the individual to identify experiences which utilize interpersonal skills.

By the end of the third grade, the student will:

- Obj. I-4.1-3-01 identify activities that require working with others.
- Obj. I-4.1-3-02 relate an experience in which he/she used interpersonal skills (e.g., listening, responding, caring.)
- Obj. I-4.1-3-03 demonstrate examples of non-verbal communication in a given situation.
- Obj. I-4.1-3-04 describe how someone else feels by observing him/her.
- Obj. I-4.1-3-05 identify situations when listening is important.

By the end of the sixth grade, the student will:

- Obj. I-4.1-6-01 list interpersonal skills (e.g., sensitivity, acceptance, empathy).
- Obj. I-4.1-6-02 identify interpersonal skills that are important to a given occupation.
- Obj. I-4.1-6-03 identify interpersonal skills which may help in the resolution of a given problem situation.
- Obj. I-4.1-6-04 identify situations where leadership skills were demonstrated.
- Obj. I-4.1-6-05 identify ineffective interpersonal behaviors (e.g., bragging, not listening, put-downs, bad-mouthing).

By the end of the ninth grade, the student will:

- Obj. I-4.1-9-01 identify how interpersonal skills are employed in successfully resolving a given situation.
- Obj. I-4.1-9-02 list interpersonal skills used in obtaining and maintaining a job.
- Obj. I-4.1-9-03 discuss the effect of cultural/ethnic traditions (e.g., greetings) on interpersonal behavior.
- Obj. I-4.1-9-04 analyze experiences that might lead to growth in interpersonal skills.

Obj. I-4.1-9-05 compare and contrast the interpersonal skills of people his/her age, people younger and people older in a given situation.

Subgoal 4.2 For the individual to acquire listening, attending, responding, and initiating skills.

By the end of the third grade, the student will:

Obj. *I-4.2-3-01 demonstrate basic interpersonal skills with friends.

By the end of the sixth grade, the student will:

Obj. *I-4.2-6-01 demonstrate basic interpersonal skills with peers.

By the end of the ninth grade the student will:

Obj. *I-4.2-9-01 demonstrate basic interpersonal skills with adults, peers, and younger children.

Subgoal 4.3 For the individual to demonstrate the ability to initiate and maintain interpersonal relationships.

By the end of the third grade, the student will:

Obj. *I-4.3-3-01 recognize the effect of given attitudes and behaviors on maintaining a friendship.

By the end of the sixth grade, the student will:

Obj. *I-4.3-6-01 recognize the effect of given attitudes and behaviors on maintaining interpersonal relationships with peers.

By the end of the ninth grade, the student will:

Obj. *I-4.3-9-01 identify alternative strategies which can maintain interpersonal relationships given specific situations.

*Assessment items and instructional strategies available.

Subgoal "B" For the individual to hold certain fundamental beliefs relevant to self awareness and self assessment.

By the end of the third grade, the student will:

Obj. *I-B-3-01 hold appropriate beliefs relevant to some aspects of self awareness, self assessment, self concept, and self development, (e.g., that individual differences are o.k., that self concept changes, etc.)

By the end of the sixth grade, the student will:

Obj. *I-B-6-01 hold appropriate beliefs relevant to some aspects of self awareness, self assessment, self concept, and self development, (e.g., that he/she has some control over self concept changes, etc.)

By the end of the ninth grade, the student will:

Obj. *I-B-9-01 hold appropriate beliefs relevant to some aspects of self awareness, self assessment, self concept, and self development, (e.g., that self concept changes during maturation are frequent and confusing, that he/she can facilitate some desired self concept changes by structuring learning, etc.)

COMPONENT II. CAREER AWARENESS AND EXPLORATION

Goal 5. Recognition of educational alternatives and their applications.

Subgoal 5.1 For the individual to understand individual differences in education and training needs.

By the end of the third grade, the student will:

Obj. *II-5.1-3-01 identify skills needed for various home/classroom jobs.

Obj. *II-5.1-3-02 identify skills needed for various leisure activities.

By the end of the sixth grade, the student will:

Obj. *II-5.1-6-01 identify kinds of training needed for each of several pupil activities.

*Assessment items and instructional strategies available.

Obj. *II-5.1-6-02 identify different education and training needs among a hypothetical group of youngsters with given special interests, talents, and academic strengths and weaknesses.

By the end of the ninth grade, the student will:

Obj. *II-5.1-9-01 select from a list of choices the most appropriate training for an individual, given the person's aptitude, interests, and tentative career goal.

Obj. *II-5.1-9-02 identify factors that would influence a student's decision on post-high school educational plans.

Obj. *II-5.1-9-03 identify the training, experience, and skills needed for various jobs available for teenagers in his/her community.

Subgoal 5.2 For the individual to recognize the variety of types and sources of education and training.

By the end of the third grade, the student will:

Obj. *II-5.2-3-01 identify at least two different places where each of several activities can be learned.

By the end of the sixth grade, the student will:

Obj. *II-5.2-6-01 identify several settings in which education/training can be obtained for each of several activities.

Obj. *II-5.2-6-02 select an informal and a formal source of learning for each of several activities.

Obj. *II-5.2-6-03 match skills with a setting in which that skill can be developed, given a list of skills and a list of educational settings.

Obj. *II-5.2-6-04 know local junior high/middle school educational options.

By the end of the ninth grade, the student will:

Obj. *II-5.2-9-01 describe the types of training or education best suited to a familiar occupational role.

*Assessment items and strategies available.

Obj. *II-5.2-9-02 know local high school curriculum options.

Subgoal 5.3 For the individual to relate educational alternatives to life style.

By the end of the third grade, the student will:

(Objectives dropped as an outcome of professional and public review.)

By the sixth grade, the student will:

Obj. *II-5.3-6-01 give one potentially desirable and one potentially undesirable consequence of several educational alternatives (e.g., dropping out, high school diploma, college)

By the end of the ninth grade, the student will:

Obj. *II-5.3-9-01 give one potentially desirable and one potentially undesirable consequence of several educational alternatives (e.g., higher education, on-the-job training, armed services, vocational school)

Obj. *II-5.3-9-02 recognize that choosing educational alternatives according to life style is an ongoing process.

Goal 6. Identification and exploration of alternative occupational roles and settings.

Subgoal 6.1 For the individual to understand the relationship between an occupational role, its setting, and life style.

By the end of the third grade, the student will:

Obj. *II-6.1-3-01 categorize a variety of common occupations according to a predominant lifestyle influence (e.g., place of residence, vacations/hours, etc.)

By the end of the sixth grade, the student will:

Obj. *II-6.1-6-01 identify for a variety of occupations one major influence which each occupation has on a person's life style (e.g., geography, emergency conditions, prestige)

Obj. *II-6.1-6-02 explain how an occupation typically influences certain factors of the lifestyle and how it may not, given a list of visible occupations and a list of factors.

*Assessment items and instructional strategies available.

By the end of the tenth grade, the student will:

- Obj. *II-6.1-9-01 explain how an occupation typically influences certain factors of the lifestyle and how it may not, given a list of occupations and a list of factors.

Subgoal 6.2 For the individual to recognize that occupations tend to cluster in several ways.

By the end of the third grade, the student will

- Obj. II-6.2-3-01 organize a list of careers into related occupations by some common characteristics.
- Obj. II-6.2-3-02 categorize a list of workers into producers of goods and producers of services.
- Obj. II-6.2-3-03 describe similarities/differences between various occupations within a given setting (e.g., school, neighborhood, community, etc.)

By the end of the sixth grade, the student will:

- Obj. II-6.2-6-01 name ways in which occupations tend to cluster.
- Obj. II-6.2-6-02 categorize a list of occupations according to common characteristics.
- Obj. II-6.2-6-03 categorize a list of occupations into given career clusters (e.g., agribusiness, personal service, manufacturing).
- Obj. II-6.2-6-04 explain how he/she might be limited by categorizing occupations into clusters for males/females.

By the end of the ninth grade, the student will:

- Obj. II-6.2-9-01 classify occupations by clusters within a given industry.
- Obj. II-6.2-9-02 classify a list of occupations by educational requirements for entry.
- Obj. II-6.2-9-03 demonstrate ability to use the Michigan Occupational Information System by completing a MOIS search.

*Assessment items and instructional strategies available.

Obj. II-6.2-9-04 list cluster categories to which a specific occupation could belong.

Subgoal 6.3 For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market, etc.)

By the end of the third grade, the student will:

Obj. *II-6.3-3-01 suggest ways of acquiring information about family member work roles.

Obj. *II-6.3-3-02 identify methods of acquiring information about specific occupations.

By the end of the sixth grade, the student will:

Obj. *II-6.3-6-01 identify sources of information to use in answering questions about occupations.

By the end of the ninth grade, the student will:

Obj. *II-6.3-9-01 identify major sources of occupational information.

Obj. *II-6.3-9-02 use major sources of occupational information to answer questions about a personally preferred occupation.

Obj. II-6.3-9-03 give examples of the constant changes in occupational information which necessitates learning sources rather than facts.

Subgoal 6.4 For the individual to understand the relationship between and within the occupational world and the economic system.

By the end of the third grade, the student will:

Obj. II-6.4-3-01 describe various rewards an individual receives for his/her work.

Obj. II-6.4-3-02 identify goods and services used by a class during a school day.

Obj. II-6.4-3-03 trace the steps from producer to consumer, given a product.

*Assessment items and instructional strategies available.

By the end of the sixth grade, the student will:

- Obj. II-6.4-6-01 describe the various occupations needed to produce and market a mass produced item.
- Obj. II-6.4-6-02 assess the interdependence of occupations within a specific work setting.
- Obj. II-6.4-6-03 examine the effect of supply and demand, given an economic situation (e.g., seasonal goods, oil, coffee).

By the end of the ninth grade, the student will:

- Obj. II-6.4-9-01 list effects the increase in leisure time has on the occupational world.
- Obj. II-6.4-9-02 explain the implications a new product may have on job opportunities.
- Obj. II-6.4-9-03 analyze employment trends in a given occupation.
- Obj. II-6.4-9-04 analyze factors (e.g., quality, price, pride) involved in mass production and individual unit production including handcrafting.
- Obj. II-6.4-9-05 develop a budget for a family of four, given a monthly income.

Subgoal 6.5 For the individual to identify the factors that affect job success, advancement, and mobility.

By the end of the third grade, the student will:

- Obj. *II-6.5-3-01 identify some simple factors which affect the successful completion of a home or classroom job.
- Obj. *II-6.5-3-02 demonstrate successful completion of a classroom task (as determined by a teacher checklist of important factors.)
- Obj. *II-6.5-3-03 identify some work habits/attitudes that are important both in elementary school and adult life.

By the end of the sixth grade, the student will:

- Obj. *II-6.5-6-01 identify several factors which may affect the

*Assessment items and instructional strategies available.

successful completion of a job (home, school, community or part-time employment.)

Obj. *II-6.5-6-02 identify factors which would be essential to consider when choosing someone for each of several possible assignments.

By the end of the ninth grade, the student will:

Obj. *II-6.5-9-01 identify, from case studies illustrating a student's or a worker's efforts toward success or advancement, various factors enhancing or deterring those efforts.

Obj. II-6.5-9-02 match a list of success-inhibiting attitudes to a list of corresponding success-promoting attitudes.

Obj. *II-6.5-9-03 identify several factors which influence occupational demand and availability.

Subgoal 6.6 For the individual to gain experience in work related roles and settings.

By the end of the third grade, the student will:

Obj. *II-6.6-3-01 name work-related experiences which he/she had.

Obj. *II-6.6-3-02 indicate several kinds of work-related experiences he/she would like to try.

By the end of the sixth grade, the student will:

Obj. *II-6.6-6-01 identify work activities which he/she has performed in different settings.

Obj. *II-6.6-6-02 indicate a variety of kinds of work-related experiences he/she would like to try.

By the end of the ninth grade, the student will:

Obj. *II-6.6-9-01 list at least five work-related experiences which he/she has had during the past year.

Obj. *II-6.6-9-02 indicate on a checklist an extensive variety of work-related activities and experiences which he/she has had.

*Assessment items and instructional strategies available.

Obj. *II-6.6-9-03 indicate part-time and/or volunteer jobs he/she hopes to undertake during high school years as a means of gaining work-related exploratory experiences.

Goal 7. Identification and exploration of alternative leisure roles and settings.

Subgoal 7.1 For the individual to understand the relationship between leisure roles and life styles.

By the end of the third grade, the student will:

- Obj. II-7.1-3-01 identify reasons why people choose different activities for their leisure time.
- Obj. II-7.1-3-02 distinguish between leisure time activities in which he/she is a participant/spectator.
- Obj. II-7.1-3-03 identify leisure time activities he/she does alone/with family/with friends.
- Obj. II-7.1-3-04 identify leisure time activities which are appropriate for a given amount of time (e.g., 30 minutes, afternoon, summer.)

By the end of the sixth grade, the student will:

- Obj. II-7.1-6-01 rank leisure time activities according to cost.
- Obj. II-7.1-6-02 given a list, identify leisure time activities which may lead to employment.
- Obj. II-7.1-6-03 evaluate what makes his/her favorite leisure time activity worthwhile to him/her.
- Obj. II-7.1-6-04 evaluate factors that influence his/her choice of leisure time activities.

By the end of the ninth grade, the student will:

- Obj. II-7.1-9-01 identify factors (e.g., health, economics, mass media) which contribute to trends in leisure time activities.

*Assessment items and instructional strategies available.

- Obj. II-7.1-9-02 describe how leisure time activities may change as one's lifestyle changes (e.g., single to married, school to work, unemployed to employed.)
- Obj. II-7.1-9-03 compare the estimated yearly cost of leisure time activities which he/she enjoys.
- Obj. II-7.1-9-04 analyze pressures that influences participation in a leisure time activity.
- Obj. II-7.1-9-05 explain how his/her choice of leisure time activities reflects his/her personality.
- Obj. II-7.1-9-06 compare the amount of leisure time available at various life stages.

Subgoal 7.2 For the individual to understand the relationship between leisure roles and their settings.

By the end of the third grade, the student will:

- Obj. II-7.2-3-01 distinguish between seasonal and year round leisure time activities.
- Obj. II-7.2-3-02 list leisure time activities available in a given geographic location.
- Obj. II-7.2-3-03 describe his/her favorite place and what he/she likes to do there.
- Obj. II-7.2-3-04 give examples of his/her leisure time activities done in summer/winter.

By the end of the sixth grade, the student will:

- Obj. II-7.2-6-01 list leisure time activities which encourage environmental awareness.
- Obj. II-7.2-6-02 explain how an individual's geographic location influences his/her choice of leisure time activities.
- Obj. II-7.2-6-03 compare and contrast leisure time activities available in urban/suburban/rural settings.
- Obj. II-7.2-6-04 point out beneficial and/or detrimental effects of leisure time activities on the environment.

By the end of the ninth grade, the student will:

- Obj. II-7.2-9-01 cite how changes in the natural environment have affected leisure time activities.
- Obj. II-7.2-9-02 list sources used to identify leisure time activities available in his/her community.
- Obj. II-7.2-9-03 compare leisure time activities in different cultures.
- Obj. II-7.2-9-04 describe the effects of a leisure time activity on his/her physical/emotional self.

Goal 8. Identification and exploration of alternative family roles and settings.

Subgoal 8.1 For the individual to understand the relationship between family roles and life styles.

By the end of the third grade, the student will:

- Obj. II-8.1-3-01 list responsibilities of each member of his/her family.
- Obj. II-8.1-3-02 give examples of family structures (e.g., single parent, guardian, step-parent).
- Obj. II-8.1-3-03 list his/her responsibilities to his/her family.

By the end of the sixth grade, the student will:

- Obj. II-8.1-6-01 explain how his/her life style is related to his/her family responsibilities.
- Obj. II-8.1-6-02 identify responsibilities of parenthood.
- Obj. II-8.1-6-03 explain why two families might have different rules for a given situation.
- Obj. II-8.1-6-04 discuss his/her responsibilities based on his/her position in the family.

By the end of the ninth grade, the student will:

- Obj. II-8.1-9-01 explain how changes (e.g., divorce, remarriage, new baby) in family structure may influence the responsibilities of individual family members.

- Obj. II-8.1-9-02 discuss the effect of changing roles of men and women on today's life styles.
- Obj. II-8.1-9-03 describe the ways his/her family makes decisions and/or resolves conflicts.
- Obj. II-8.1-9-04 discuss how family expectations influence his/her choice of life style.
- Obj. II-8.1-9-05 discuss how family roles have changed over the past 50 years.

Subgoal 8.2 For the individual to identify the factors that influence family role (setting, occupation, peers, age, government policies, etc.)

By the end of the third grade, the student will:

- Obj. II-8.2-3-01 describe his/her role within the family.
- Obj. *II-8.2-3-02 identify the effects of common family changes (e.g., new baby, father works different shift, mother is ill, etc.) on the family role of various members.

By the end of the sixth grade, the student will:

- Obj. *II-8.2-6-01 produce an inventory of the roles of various members of his/her family.
- Obj. *II-8.2-6-02 identify the effects of some internal factors on family role (e.g., age, occupation, family constellation.)
- Obj. *II-8.2-6-03 identify the effects of some external factors on family role (geography, peer expectations, etc.)

By the end of the ninth grade, the student will:

- Obj. *II-8.2-9-01 identify the effects of multiple internal factors on family role (e.g., family structure, sex-role expectations, affluence, etc.)
- Obj. *II-8.2-9-02 identify the effects of multiple external factors on family role (e.g., economics, community norms, government policies, etc.)

*Assessment items and instructional strategies available.

Goal 9. Identification and exploration of alternative citizen roles and settings.

Subgoal 9.1 For the individual to understand the relationship between citizen roles and life styles.

By the end of the third grade, the student will:

- Obj. II-9.1-3-01 identify the rules that protect an individual at home, at school, in the community.
- Obj. II-9.1-3-02 identify the basic safety signals/signs and state their importance.
- Obj. II-9.1-3-03 discuss his/her classroom rights.
- Obj. II-9.1-3-04 describe qualities which help make him/her a good citizen of the classroom.

By the end of the sixth grade, the student will:

- Obj. II-9.1-6-01 identify constructive actions which could be taken after witnessing rules/laws being broken.
- Obj. II-9.1-6-02 demonstrate an understanding of the influences of peer pressure on observance of a rule.
- Obj. II-9.1-6-03 discuss the changes in rights and responsibilities of different life stages.
- Obj. II-9.1-6-04 discuss why people choose not to follow certain rules.
- Obj. II-9.1-6-05 discuss the positive aspects of participation in the development of rules.
- Obj. II-9.1-6-06 discuss the value of rules/laws in terms of consequences.

By the end of the ninth grade, the student will:

- Obj. II-9.1-9-01 list opportunities for citizen involvement in school and community.
- Obj. II-9.1-9-02 identify possible conflict between an individual's responsibility to society and his/her self interest.
- Obj. II-9.1-9-03 discuss the effects of unwritten rules (socially acceptable behavior) on an individual's life style.

Obj. II-9.1-9-04 discuss what he/she has learned from observation of adult citizenship roles.

Obj. II-9.1-9-05 explain why some rules/laws are enforced for some people and not for others.

Subgoal 9.2 For the individual to identify the factors that influence citizen roles (setting, occupation, peers, age, government policies, etc.)

By the end of the third grade, the student will:

Obj. *II-9.2-3-01 identify reasons for classroom rules.

Obj. *II-9.2-3-02 identify characteristics of a good citizen.

By the end of the sixth grade, the student will:

Obj. *II-9.2-6-01 identify the effect of various factors on school citizen roles, given a list of factors (school size, grades present, presence of student government opportunities, student traits and abilities, etc.)

Obj. *II-9.2-6-02 identify "rights" and "responsibilities" of the citizens of various communities (school, neighborhood, town, country.)

Obj. II-9.2-6-03 give reasons for supporting and/or opposing a given community project.

By the end of the ninth grade, the student will:

Obj. *II-9.2-9-01 list factors that affect what a city dweller does for his/her community and that affect what a citizen of a small town does for his/her community.

Obj. *II-9.2-9-02 identify conditions in a society that facilitate or hinder the exercising of individual rights and responsibilities and describe the impact of each.

Obj. *II-9.2-9-03 identify factors which will facilitate and inhibit a citizenship goal given a case study of a citizen's interests, talents and desires and the community in which he/she lives.

*Assessment items and instructional strategies available.

Subgoal 9.3 For the individual to understand the relationship between political systems and citizen role.

By the end of the third grade, the student will:

- Obj. II-9.3-3-01 list actions which can be taken when his/her classroom rights have been disregarded.
- Obj. II-9.3-3-02 list three freedoms he/she has.
- Obj. II-9.3-3-03 give examples of the concepts of majority and minority.
- Obj. II-9.3-3-04 explain why voting may/may not be used to reach decisions.
- Obj. II-9.3-3-05 discuss how to change a rule at home/school.

By the end of the sixth grade, the student will:

- Obj. II-9.3-6-01 identify responsibilities of a representative of a given group.
- Obj. II-9.3-6-02 discuss rights/privileges he/she has and their respective responsibilities.
- Obj. II-9.3-6-03 discuss the personal implications of accepting group decisions he/she feels are unjust.
- Obj. II-9.3-6-04 list laws/rules he/she complies with regardless of personal feelings.
- Obj. II-9.3-6-05 list rights/freedoms that some others in the world do not have.
- Obj. II-9.3-6-06 describe how he/she felt when he/she was a member of a majority/minority.

By the end of the ninth grade, the student will:

- Obj. II-9.3-9-01 explain how public protest affects change and/or enforcement of laws.
- Obj. II-9.3-9-02 list instances in which the majority has positively/negatively affected the rights of the minority.
- Obj. II-9.3-9-03 explain how pressure groups influence the decision making process.
- Obj. II-9.3-9-04 analyze factors which influence involvement in civil disobedience.

COMPONENT III. CAREER DECISION MAKING

Goal 10. Understanding the nature of decision making.

Subgoal 10.1 For the individual to identify situations and events in his or her life that involve making decisions.

By the end of the third grade, the student will:

Obj. *III-10.1-3-01 recognize a situation in which a decision is usually made by himself/herself, given a list of several decision-making situations.

Obj. *III-10.1-3-02 recognize a situation in which a decision is usually made by an adult, given a list of several decision-making situations.

Obj. *III-10.1-3-03 recognize a situation in which a decision is usually made with someone else, given a list of several decision-making situations.

By the end of the sixth grade, the student will:

Obj. *III-10.1-6-01 identify decisions others generally make for him/her.

Obj. *III-10.1-6-02 identify several situations or events in his/her life involving personal decision-making.

Obj. *III-10.1-6-03 identify a responsibility resulting from a decision he/she has made.

By the end of the ninth grade, the student will:

Obj. *III-10.1-9-01 given a list of future life-role decisions, describe his/her current levels of involvement in planning for decision-making.

Obj. *III-10.1-9-02 identify which is most complex in a set of decisions.

Subgoal 10.2 For the individual to identify factors that influence decision making.

By the end of the third grade, the student will:

*Assessment items and instructional strategies available.

Obj. *III-10.2-3-01 know that people have reasons for making decisions and recognize possible reasons in familiar decision making situations.

By the end of the sixth grade, the student will:

Obj. *III-10.2-6-01 give present examples of attempts to influence him/her in his/her decision-making (e.g., media advertising, peer pressures, etc.)

Obj. *III-10.2-6-02 recognize factors within the person and factors within the situation which influence given decision making situations.

By the end of the ninth grade, the student will:

Obj. *III-10.2-9-01 identify factors that have the greatest/least influence on a given decision.

Obj. *III-10.2-9-02 recognize various decision making styles, given descriptions of career decisions.

Goal 11. Skill development in the decision making process.

Subgoal 11.1 For the individual to acquire skill in developing options.

By the end of the third grade, the student will:

Obj. *III-11.1-3-01 give several possible ways to accomplish a given school or home task.

Obj. *III-11.1-3-02 identify those persons best able to help, given a list of persons and a particular decision making situation.

Obj. *III-11.1-3-03 suggest several possible activities with which he/she could meaningfully fill a period of leisure time in school.

By the end of the sixth grade, the student will:

Obj. *III-11.1-6-01 identify several resources he/she can use to accomplish a specific home or school task.

*Assessment items and instructional strategies available.

Obj. *III-11.1-6-02 suggest alternative ways he/she could budget the use of a given weekly allowance.

By the end of the ninth grade, the student will:

Obj. *III-11.1-9-01 identify multiple occupations for which a person with a given interest might be suited.

Obj. *III-11.1-9-02 identify multiple occupations for which a person with a given physical or mental skill might be suited.

Obj. *III-11.1-9-03 classify as helpful or not alternative ways a given person might work toward achieving a life goal.

Obj. *III-11.1-9-04 identify various options in a given complex social situation.

Subgoal 11.2 For the individual to acquire skill in relating factors that influence a decision to identified options.

By the end of the third grade, the student will:

Obj. III-11.2-3-01 rank activities he/she enjoys and state reasons which support his/her first choice.

Obj. III-11.2-3-02 list reasons why one option is more valued than another, given two options.

By the end of the sixth grade, the student will:

Obj. III-11.2-6-01 give his/her reasons for participating in a specific activity, given a list of available activities.

Obj. III-11.2-6-02 explain how personal strengths/limitations may suggest different options for an individual.

By the end of the ninth grade, the student will:

Obj. III-11.2-9-01 select possible careers for an individual, given a list of the individual's skills/characteristics.

Obj. III-11.2-9-02 relate factors which might influence his/her

*Assessment items and instructional strategies available.

decisions concerning life changes (e.g., getting married, moving, occupational change, having children, death.)

Obj. III-11.2-9-03 identify his/her personal characteristics/skills that make a particular career interesting to him/her.

Obj. III-11.2-9-04 describe factors that have influenced the elimination of career choices as he/she has grown older.

Subgoal 11.3 For the individual to gain decision making experience by making systematic decisions.

By the end of the third grade, the student will:

Obj. *III-11.3-3-01 recognize a series of decisions that he/she has recently made.

By the end of the sixth grade, the student will:

Obj. III-11.3-6-01 personally make a classwide decision for a given choice situation.

Obj. *III-11.3-6-02 identify decisions that he/she has made recently at home.

Obj. *III-11.3-6-03 report systematically the steps actually taken to solve a personal problem involving a decision.

By the end of the ninth grade, the student will:

Obj. *III-11.3-9-01 report personal examples of both systematic and unsystematic decision making.

Obj. *III-11.3-9-02 arrange in sequential order the steps involved in making a personal systematic decision.

Obj. *III-11.3-9-03 report personal examples of conflicting values in his/her own decision making.

Obj. *III-11.3-9-04 tell what he/she would have done differently to achieve a better result in a recent personal choice situation.

*Assessment items and instructional strategies available.

Obj. *III-11.3-9-05 identify the operating value system in the resolution of a given conflict situation.

Subgoal 11.4 For the individual to acquire skill in stating and implementing a plan of action.

By the end of the third grade, the student will:

Obj. *III-11.4-3-01 choose a plan of action, given a task to complete.

Obj. III-11.4-3-02 complete a given assigned task following his/her own pre-determined plan of action.

By the end of the sixth grade, the student will:

Obj. *III-11.4-6-01 outline a plan for accomplishing a personal goal for the day.

Obj. III-11.4-6-02 accomplish a daily goal following his/her own pre-determined plan of action.

Obj. *III-11.4-6-03 outline a plan for accomplishing a personal goal for the next school year.

Obj. *III-11.4-6-04 identify the factor(s) that may prevent the completion of a given plan of action to accomplish a stated goal.

By the end of the ninth grade, the student will:

Obj. *III-11.4-9-01 outline a plan for accomplishing a personal goal for his/her high school years.

Obj. *III-11.4-9-02 classify as helpful or not each of several steps taken by a person to carry out a plan of action.

Obj. III-11.4-9-03 distinguish between "clearly stated" and "unclear" objectives.

Obj. *III-11.4-9-04 order sequentially the steps a given person could take to achieve a specified goal.

*Assessment items and instructional strategies available.

Goal 12. Identification and evaluation of options in terms of self assessment.

Subgoal 12.1 For the individual to identify and evaluate educational options in terms of self assessment.

By the end of the third grade, the student will:

Obj. *III-12.1-3-01 select preferred methods of learning a skill.

By the end of the sixth grade, the student will:

Obj. *III-12.1-6-01 select preferred educational sources for learning new skills and tell why he/she chose them.

By the end of the ninth grade, the student will:

Obj. *III-12.1-9-01 select appropriate educational options for a described person with given characteristics (e.g., goal, interests, learning style, time available, aptitude, etc.)

Obj. *III-12.1-9-02 evaluate his/her educational options in terms of several of his/her personal characteristics.

Subgoal 12.2 For the individual to identify and evaluate family, occupational, citizen and/or leisure options in terms of self assessment.

By the end of the third grade, the student will:

Obj. *III-12.2-3-01 recognize a preferred leisure activity and assess his/her ability in relation to it.

Obj. *III-12.2-3-02 recognize a leisure activity he/she has tried and assess interest in relation to it.

By the end of the sixth grade, the student will:

Obj. *III-12.2-6-01 list personal characteristics which make him/her a good worker, citizen, friend, athlete, family member, etc.

*Assessment items and instructional strategies available.

Obj. *III-12.2-6-02 list characteristics of a good worker, citizen, friend, athlete, family member, etc. which he/she would like to acquire.

Obj. *III-12.2-6-03 match a list of leisure activities with personal qualities needed for each.

By the end of the ninth grade, the student will:

Obj. *III-12.2-9-01 describe how a given life role option may affect various aspects of a desired total life style.

Obj. *III-12.2-9-02 describe how a personal attribute influences his/her enjoyable participation in a specified leisure time activity.

COMPONENT IV. CAREER PLANNING AND PLACEMENT

Goal 13. Participation in career planning.

Subgoal 13.1 For the individual to identify and state tentative career goals and alternative goals.

By the end of the third grade, the student will:

Obj. *IV-13.1-3-01 list several occupations and indicate his/her interest in each.

Obj. *IV-13.1-3-02 indicate preferences for activities which are compatible with a variety of expressed personal characteristics (e.g., leadership, active/inactive, alone/with a group.)

By the end of the sixth grade, the student will:

Obj. *IV-13.1-6-01 list several occupational areas and indicate their compatibility with some of his/her personal characteristics (e.g., interests).

By the end of the ninth grade, the student will:

*Assessment items and instructional strategies available.

Obj. *IV-13.1-9-01 identify his/her preferences for given occupational characteristics.

Obj. *IV-13.1-9-02 prioritize his/her career preferences within a cluster of related careers.

Subgoal 13.2 For the individual to identify and investigate prerequisites for reaching goals.

By the end of the third grade, the student will:

Obj. *IV-13.2-3-01 give examples of how practice and experience are necessary for success in preferred activities.

By the end of the sixth grade, the student will:

Obj. *IV-13.2-6-01 describe the experiences, skills, temperaments, and physical characteristics generally required for his/her preferred leisure activities.

By the end of the ninth grade, the student will:

Obj. *IV-13.2-9-01 describe the training, skills, temperaments, and physical characteristics generally required for his/her preferred occupational area(s).

Subgoal 13.3 For the individual to assess the probability of attaining goals.

By the end of the third grade, the student will:

Obj. *IV-13.3-3-01 list activities he/she would like to learn to do and assess how difficult learning each will be.

By the end of the sixth grade, the student will:

Obj. *IV-13.3-6-01 assess the extent to which he/she currently possesses the experiences, skills, temperaments, and physical characteristics generally required for his/her preferred leisure activities.

Obj. *IV-13.3-6-02 list activities he/she would like to learn to do

*Assessment items and instructional strategies available.

and assess how difficult learning each will be.

By the end of the ninth grade, the student will:

Obj. *IV-13.3-9-01 assess the extent to which he/she currently possesses the training, skills, temperaments, and physical characteristics generally required for his/her preferred occupational area(s).

Subgoal 13.4 For the individual to plan personal programs to reach identified career goals.

By the end of the third grade, the student will:

Obj. *IV-13.4-3-01 initiate exploratory experiences related to his/her interest areas.

By the end of the sixth grade, the student will:

Obj. *IV-13.4-6-01 suggest a tentative plan for trying out activities related to his/her preferred interest areas.

Obj. *IV-13.4-6-02 accurately estimate the approximate length of time required for the attainment of various goals.

By the end of the ninth grade, the student will:

Obj. *IV-13.4-9-01 plan a tentative three-year high school curriculum, given a selected career goal and a list of high school graduation requirements.

Obj. *IV-13.4-9-02 suggest a tentative plan for trying out experiences related to his/her preferred career goals.

Goal 14. Acquisition of knowledge and skills necessary to implement career plans.

Subgoal 14.1 For the individual to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

*Assessment items and instructional strategies available.

(No third grade objectives)

By the end of the sixth grade, the student will:

Obj. *IV-14.1-6-01 know that school curriculum areas are utilized in several occupations.

Obj. *IV-14.1-6-02 know that skills learned in leisure activities can be utilized in several occupations.

By the end of the ninth grade, the student will:

Obj. *IV-14.1-9-01 have knowledge of the skills and information needed to apply for and enter post-high school education and training options.

Subgoal 14.4 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

(No third grade objectives)

By the end of the sixth grade, the student will:

Obj. *IV-14.2-6-01 identify appropriate job-seeking behavior useful to people his/her age (e.g., for lawn mowing.)

By the end of the ninth grade, the student will:

Obj. *IV-14.2-9-01 demonstrate initial competence on basic job-seeking skills (e.g., application, resume, interview, etc.)

Subgoal 14.3 For the individual to identify and acquire information and skills necessary to reach citizen, leisure and/or family goals.

By the end of the third grade, the student will:

Obj. IV-14.3-3-01 list characteristics/skills needed to participate in a leisure time activity of his/her choosing.

*Assessment items and instructional strategies available.

Obj. IV-14.3-3-02 identify sources of acquiring information needed to accomplish a task.

Obj. IV-14.3-3-03 list steps necessary to complete a given group project.

By the end of the sixth grade, the student will:

Obj. IV-14.3-6-01 identify sources of information and skills that would enhance his/her chances of achieving a goal.

Obj. IV-14.3-6-02 identify a goal of his/her family and list steps necessary to achieve that goal.

Obj. IV-14.3-6-03 identify factors which go into planning a family vacation or class field trip.

By the end of the ninth grade, the student will:

Obj. IV-14.3-9-01 develop a plan to reach a specific goal based on the results of self assessment.

Obj. IV-14.3-9-02 evaluate the credibility of sources of information used to reach a goal.

Obj. IV-14.3-9-03 analyze the reasons a goal was not met (e.g., lack of practice, lack of commitment, poor note taking)

Obj. IV-14.3-9-04 discuss implications of setting priorities in goal planning.

Goal 15. Implementation of educational and/or career plans.

Subgoal 15.1 For the individual to identify and utilize resources necessary in the implementation of his or her career plans.

By the end of the third grade, the student will:

Obj. *IV-15.1-3-01 identify specialized resource people (e.g., librarian) in his/her immediate environment who can help him/her carry out an activity.

By the end of the sixth grade, the student will:

*Assessment items and instructional strategies available,

Obj. *IV-15.1-6-01 identify specialized resource people in his/her school and community environment who can help him/her implement a plan.

By the end of the ninth grade, the student will:

Obj. *IV-15.1-9-01 identify persons in the school and community qualified to assist him/her in implementation of career plans.

Obj. *IV-15.1-9-02 know about the legal support system which assures equal employment opportunities.

Obj. *IV-15.1-9-03 know about various sources of financial aid to support post-high school education and training.

Subgoal 15.2 For the individual to demonstrate a commitment to and act upon his or her plans.

By the end of the third grade, the student will:

Obj. *IV-15.2-3-01 perform the necessary steps to follow a personally selected activity.

By the end of the sixth grade, the student will:

Obj. *IV-15.2-6-01 perform the necessary steps to follow a personally planned activity.

By the end of the ninth grade, the student will:

Obj. *IV-15.2-9-01 act upon personal plans which will lead to implementation of his/her career goals.

Goal 16. Skill development in monitoring progress on career plans.

Subgoal 16.1 For the individual to identify factors that influence implementation progress.

By the end of the third grade, the student will:

Obj. IV-16.1-3-01 recognize what influences progress toward a goal.

*Assessment items and instructional strategies available.

- Obj. IV-16.1-3-02 list rewards he/she has received upon reaching a goal.
- Obj. IV-16.1-3-03 identify a goal which requires: a) repetition; b) concentration; c) self-discipline.
- Obj. IV-16.1-3-04 specify ways his/her parents have helped him/her achieve a goal.
- Obj. IV-16.1-3-05 explain why he/she might give up on a goal.
- Obj. IV-16.1-3-06 explain how his/her feelings influence progress toward a goal.

By the end of the sixth grade, the student will:

- Obj. IV-16.1-6-01 list short-term goals involved in reaching a specified long-term goal.
- Obj. IV-16.1-6-02 identify sources of motivation which would promote goal achievement.
- Obj. IV-16.1-6-03 explain how self-confidence influences skill development.
- Obj. IV-16.1-6-04 discuss why some people may use dishonest methods to achieve their goals.

By the end of the ninth grade, the student will:

- Obj. IV-16.1-9-01 recognize how decisions he/she makes now may influence future goals.
- Obj. IV-16.1-9-02 analyze factors that influenced the outcome of a given event.
- Obj. IV-16.1-9-03 explain how changes in his/her values have changed his/her priorities.
- Obj. IV-16.1-9-04 explain how an experience that he/she has had in the last year changed one of his/her goals.
- Obj. IV-16.1-9-05 explain how the achievement of a goal may be affected by factors such as luck, daring, risk-taking, tenacity, etc.

Subgoal 16.2 For the individual to periodically assess progress on his or her career plan.

By the end of the third grade, the student will:

Obj. *IV-16.2-3-02 state personal reactions to exploratory experiences related to his/her interest areas.

By the end of the sixth grade, the student will:

Obj. *IV-16.2-6-01 use personal reactions to experiences for assessing continued plans in interest areas.

By the end of the ninth grade, the student will:

Obj. *IV-16.2-9-01 use information from experiences to assess future plans in his/her preferred career goals.

Obj. *IV-16.2-9-02 identify progress and lack of progress toward a career goal, given case studies with information on high school experiences.

Obj. *IV-16.2-9-03 identify factors which can be considered in assessing progress toward career goals.

Goal 17. Modification of career plans to maintain consistency with changing career goals.

Subgoal 17.1 For the individual to modify or redesign career plans, if evaluation indicates.

By the end of the third grade, the student will:

Obj. *IV-17.1-3-01 select future exploratory activities based on personal reactions to previous experiences.

By the end of the sixth grade, the student will:

Obj. *IV-17.1-6-01 modify plans for future activities in interest areas using his/her assessment of previous experiences.

By the end of the ninth grade, the student will:

Obj. *IV-17.1-9-01 modify plans for future activities related to his/her career goals, using his/her assessment of previous experiences.

Obj. *IV-17.1-9-02 redesign a high school curriculum plan, given case-study information on progress towards a career goal.

*Assessment items and instructional strategies available.

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Teacher, Temperance Rd. Elem.
Bedford Community Schools

MICHIGAN STATE BOARD OF EDUCATION
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